

The ATHLETIC JOURNAL

VOLUME IX

NUMBER 5

JANUARY, 1929



It Pays to Play

John L. Griffith



Man-Ahead-of-the-Ball Offensive

Dr. H. C. Carlson



**Student Coaches Want to Know—
Why You Do or Why You Don't?**

Dr. F. C. Allen



**Basketball Game Preparations and
Management**

H. V. Porter



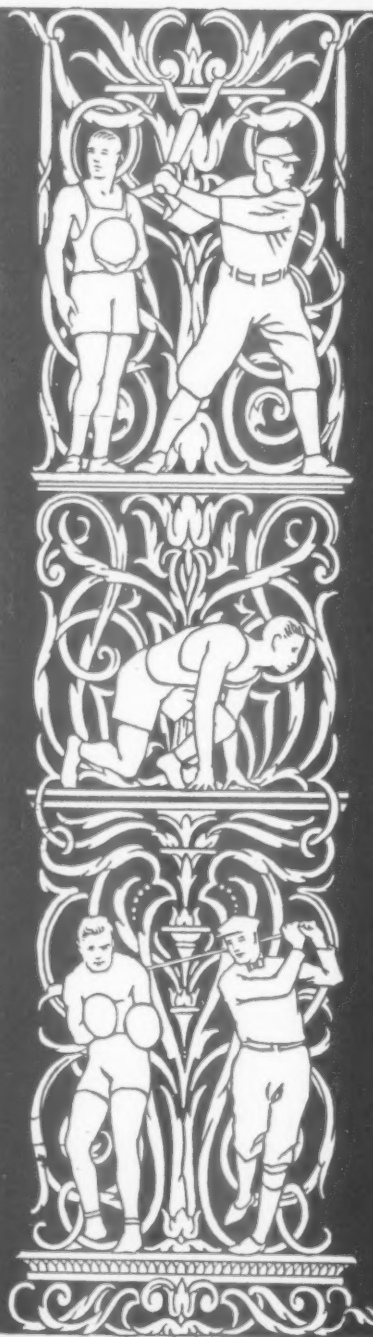
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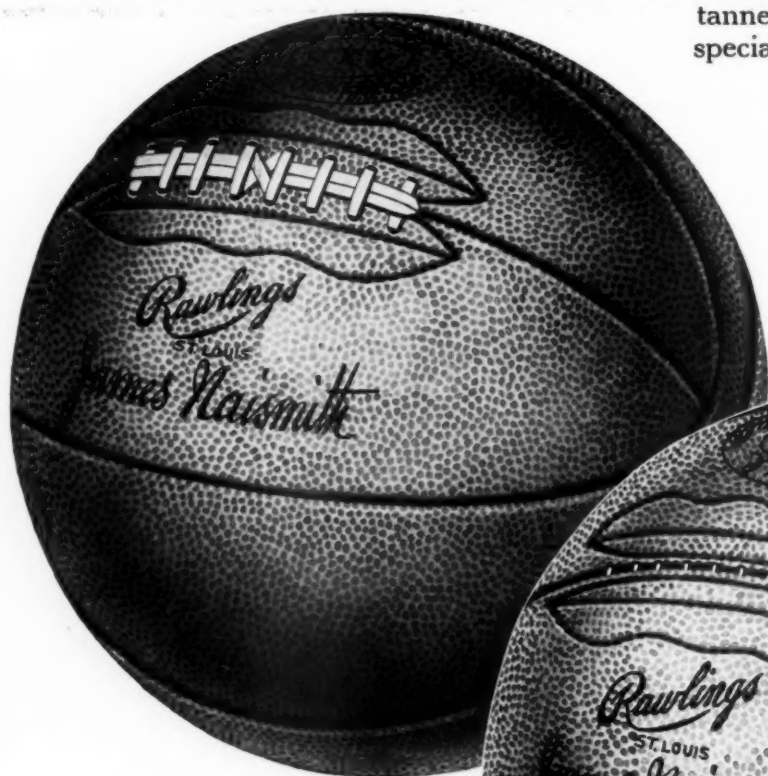
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Who Is Who in the January Athletic Journal

DR. H. C. CARLSON, head coach of basketball at Pittsburgh University, had an unusually brilliant basketball record in 1928 and bids fair to produce another great team this year. Dr. Carlson's articles that have been appearing in the fall issues of the JOURNAL have attracted favorable mention from many of the coaches who have been studying his system of basketball. In the article on page seven, Dr. Carlson describes a plan of offense that is unique and which will be of interest to students of basketball.

HUGO OTOPALIK first won fame in football and wrestling at the University of Nebraska. He is now assistant football coach and head wrestling coach at Iowa State College, an institution that has made of wrestling a major sport. Wrestling is growing in favor in the schools and colleges and well it may, since we have only too few personal contact games on the inter-collegiate program.

DR. F. C. ALLEN, director of athletics and head basketball coach at the University of Kansas has written for the JOURNAL in other years. Dr. Allen has given lectures in a great many coaching schools and is well qualified to answer through these columns the many questions asked him by coaches in the summer schools. Year in and year out Kansas under "Phog" Allen's coaching has a winning basketball team. Those who know his grasp of his subject and his enthusiasm for the game can well understand why his teams win.

DAVID McMILLAN, head coach of basketball at the University of Minnesota, has had an opportunity to study the game as it is played in the east, the far west and in the middle west. Last year was his first season at Minnesota but the system of basketball that he introduced into the Big Ten Conference excited much favorable comment. The JOURNAL is pleased to present some of Mr. McMillan's ideas on basketball for the consideration of the other coaches.

H. V. PORTER who had many excellent basketball teams at Athens, Illinois, is well qualified to write on Game Preparations and Management.

E. C. LYTTON, manager of athletics at Drake was instrumental in introducing night football in Drake. This proved to be a financial success and will be continued next year at Drake.

HAROLD E. BARRON, track coach and trainer at Georgia Tech, is giving our readers a most interesting article on the unique methods used in his institution for teaching the men to take care of their injuries.

ANOTHER writer of this month, well known to JOURNAL readers is Craig Ruby, basketball coach at the University of Illinois. Two years ago Mr. Ruby wrote a series of articles which were of great value to our readers.

STANLEY FEEZLE, associated with the Leacock Sporting Goods Co., takes time to work as a basketball official and as such is qualified to write on basketball officiating.

The ATHLETIC JOURNAL

VOL. IX

JANUARY, 1929

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The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

CHICAGO, ILLINOIS

Volume Nine
No. Five

January,
1929



The Field House at the University of Iowa

It Pays to Play

By John L. Griffith

THE officers and executive committee of the National Amateur Athletic Federation are calling attention to the fact that the American people have failed to make full use of athletic recreation as a leisure time activity and have suggested that this year the organizations that promote the nation's sports devote more time and effort to the task of convincing the country that it pays to play.

At once there will be those who will suggest that the officers of this organization have joined with those who have decried the so-called over-emphasis on athletics. This is not true. The Federation instead of complaining because the people of this country have shown an interest in school and college athletics is suggesting that this is splendid and that it is a good thing

not only for those who play in our highly organized games but also for those who attend the spectacles. The Federation believes also that we should extend the privileges of athletic competition to an increasingly larger number of people in the United States than have been enjoying this experience in the past.

A GREAT deal is written and said about the over-emphasis on athletics but very little concerning the under-emphasis on athletics and outdoor sports. It all depends on the way we look at this question.

This action of the National Amateur Athletic Federation comes at an opportune time. In the first place as has been pointed out in the JOURNAL on different occasions the American people of this generation have more time and money to spend for recreation than their fathers had. By way of repetition it has been estimated that in 1900 the per capita wealth of the United States was \$1,165 and in 1926 \$2,924. According to the comptroller's report, bank deposits have increased from \$7,239,000,000 in 1920 to \$51,133,000,000 in 1927. It has been estimated that our national income has been growing at the rate of from four to six billion dollars a year. Mr. Hoover and others have called attention in recent years to the fact that

we have more leisure time than did the people of a quarter of a century ago.

ANOTHER reason why a movement such as this planned by the National Amateur Athletic Federation is necessary and wise may be understood when we realize that only a comparatively small percentage of the 120,000,000 citizens of the United States engage regularly in physical training and athletic activities. It is safe to estimate that not over 20% of our 26,000,000 public school children are being reached by an adequate physical training program and certainly not over half of the one million college students receive the proper amount of athletic exercise. We are accustomed to the articles which appear following the football season each year, after the World Series or at the completion of some athletic event which has attracted a large crowd, calling attention to the fact that America is a great athletic nation. The United States probably is leading the other nations of the world in athletics but that does not necessarily mean that the American people fully appreciate the fact that it *does* pay to play.

Since the people of this country have leisure time over and above the hours required for making a living and securing certain of the comforts of life and further since comparatively small numbers have been playing the games themselves, it is fitting that such an organization as the National Amateur Athletic Federation should undertake the task of really selling athletics to the United States. For the benefit of those who have heard but little about the National Amateur Athletic Federation, this organization was created in 1921 at the suggestion of the Secretary of War, the Honorable John W. Weeks, who was of the opinion that some of the conditions revealed by the draft statistics might be in a large measure corrected by the promotion of athletics throughout the country. Consequently he called together representatives of the National organizations that were and are promoting the nation's athletics and suggested that the leaders in these organizations in a cooperative way study the nation's needs and devote more effort to the task of making this country not only fit to fight but fit to do its daily work. The organizations that now have federated are: United States Army, United States Navy, United States Marine Corps, National Collegiate Athletic Association, National Federation of State High School Athletic Associations, Playground and Recreation Association of

America, Young Men's Christian Association, American Legion, Boy Scouts of America, United States Lawn Tennis Association, Boys Club Federation, American Physical Education Association, Society of Directors of Physical Education in Colleges, Jewish Welfare Board, American Turnerbund, National Rifle Association of America, Grand Council Order of DeMolay, Catholic Boys' Brigade of the United States. This plan of conducting an educational campaign for the purpose of athletic extension is in keeping with business and advertising methods of the day. Many of the nation's industries having been forced to consider the problem of over-production; instead of deciding to limit production, they have undertaken the work of increasing the consumption of their products. The Rice Millers of Texas, Louisiana and Arkansas, for instance, have for a number of years realized that more rice was being produced than was being consumed. Consequently the Millers' Association has decided to appropriate \$500,000 a year for five years to be used in teaching us that rice is one of the best foods in the world and further to show the American cooks how to prepare rice properly and to serve it in an appetizing form. In other words, they are attempting to increase the market for their products.

The Paint Makers in 1921 set out to double paint and varnish sales by 1926 but reached their goal a full year earlier. They adopted the slogan, "Save the surface and you save all" and they are now in the midst of another campaign to treble the 1921 sales by 1931.

The National Kraut Packers are undertaking a campaign designed to teach the American people that Sauer Kraut is not only a food but also a tonic and a delicacy. The fruit growers, the candy manufacturers, the florists and many others are likewise spending less time and money today in competing for a limited business and instead are increasing the consumption of their goods.

The ATHLETIC JOURNAL for a number of years has been conducting studies relative to the growth of athletics and of certain sports in this country. Much assistance has been secured in this work from the manufacturers of athletic goods. It stands to reason that if the manufacturers who produce the bulk of the football, baseball and basketball equipment find their business increasing year after year, then certainly more football, baseball and basketball are being played by the American people. These manufacturers are the authority for the statement that since 1922 there

has been a buyer's market. This is because in all but a few lines the sporting goods manufacturers have been producing athletic goods more rapidly than these goods were being consumed. They also report that in certain lines the supply has not kept pace with the demand. Some one may suggest that the Federation program, if it produces results will benefit the manufacturers of and dealers in sporting goods and consequently it should be condemned. A certain contractor made a small fortune by planning and erecting church buildings. It was never asserted that this man charged too much for his services and material or that his work was not well done. Neither would any reasonable man suggest that the churches should curtail their building programs because this man or the other contractors profited as the churches increased in size and numbers. Likewise no reasonable man will hold that because the manufacturers of sporting goods will profit if the consumption of sporting goods is increased by ten, twenty or fifty per cent that we should discourage the promotion of athletics.

As has been pointed out before in these columns we as people spend a comparatively small amount of money for athletic goods and further for the admission to athletic events, for gymnasiums, stadiums and field houses as compared to the sum spent for certain luxuries. So long as the American people spend annually \$3,000,000,000 for admissions to moving pictures, for tobacco and chewing gum, a sum that is infinitely larger than the total amount spent annually for sports and recreation, we need not be alarmed when we read that this university or that one collected a half million dollars or more in admissions at its football games. Rather those of us who believe that athletics are worthwhile may well consider means of getting more people to spend more of their leisure time in athletic recreation.

THERE are some who may agree that it is possible for the fruit growers, the rice millers and the candy manufacturers to increase the consumption of orange juice, rice and candy but that selling athletics is an entirely different matter. We have, however, rather definite proof that impetus may be and has been given to amateur baseball. In 1924 the National Amateur Athletic Federation called attention to the fact that baseball was not growing so rapidly as other sports, and undertook to stress the values of the kind of baseball that might be played where no salaries were paid to players. The American

(Continued on page 46)

Man-Ahead-of-the-Ball Offensive

By Dr. H. C. Carlson

BASKETBALL has gone through a number of changes from the natural way of doing things up through the artificial methods leading to more efficiency. In the past there has been a preponderance of the man passing ahead, and then running ahead to catch up with the passing. There is now a tendency for the passing attack to develop with the man ahead of the ball. It may present a paradox to some, but the better professional clubs are using it more efficiently than the pass ahead.

This system is receiving no widespread description, possibly because it is harder to describe, and possibly because of the desire to limit its use. It should be apparent that the man cutting behind the passer will have less obstruction than the man cutting in front of the passer. The opponent of the passer is standing in front of him and obstructs to some extent his view of the receiver. The receiver cannot cut too close in front of the passer on account of the passer's opponent. Further, if the receiver is cutting behind the passer, there is less jostling of the receiver by his opponent.

The paradox presented is the passing of the ball away from the basket, rather than towards the basket. However, this is not so real as it seems, especially since there always exists the chance of passing the ball ahead. In developing an offense with this style of passing, there is no tendency to minimize the importance of fundamentals. No offensive is any better than the mastery of the fundamentals by the members of the team.

To illustrate the system, it is better to use three men first and get all the possibilities. After three men, comes the use of the four men. Last comes the use of five men and a hint of future play with every man playing an important part in his team's offensive. As noted before, however, a man should not be so much absorbed in the system as to neglect passing to an uncovered teammate under the basket. Neither should he pass up an opening to dribble in and shoot when close to the basket.

Three Man Offensive—Man Ahead of the Ball

In describing the man ahead of the ball offensive, it is necessary to

record the changes somewhat on the order of a movie film. The continuous lines will represent the course of the man and the dots will represent the

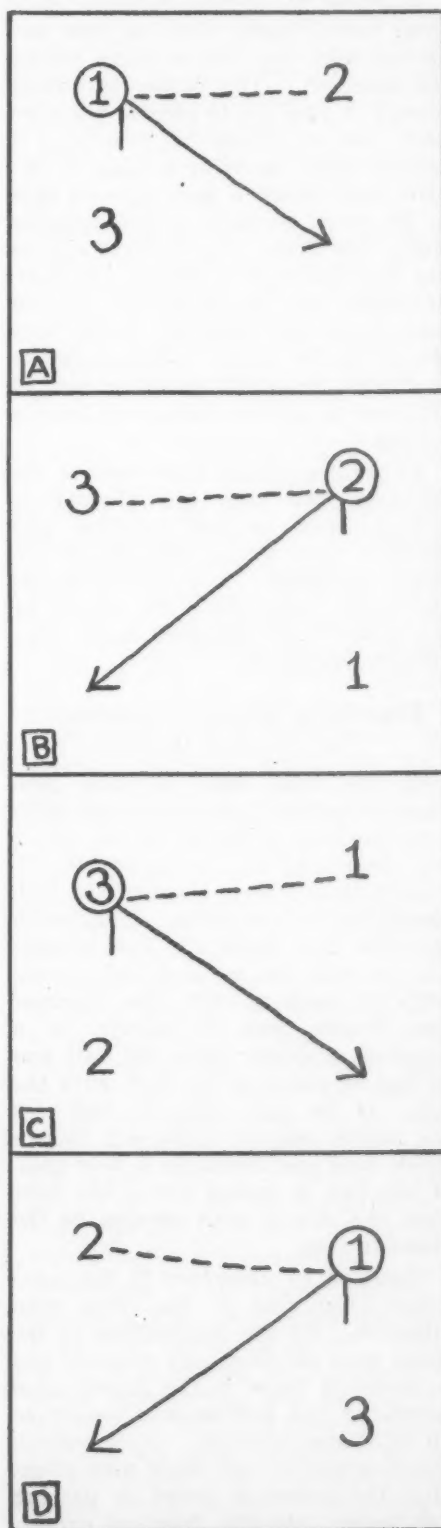


Diagram I.



Dr. H. C. Carlson

course of the ball. A circle will be placed around the man representing the ball.

Diagram I.

In A, number 1 has the ball and, after first faking to pass to 3, passes to 2, going in front of 2 in contrast to the older method of going behind him.

In B, number 3 is seen to have pulled away from the basket since he was apparently covered and could not get the pass from 1. Since 3 was not in position to get a pass closer to the basket, it is logical that he should move away from the basket. In coming away from the basket there is a relaxation by the defensive man and this makes it easier for the offensive man to get a pass.

As shown in B, number 2 fakes to return the pass to 1, going toward the basket. Number 1 is apparently covered and 3 cuts out and is the more logical receiver. Number 2 on passing to 3, goes in front and towards the basket.

In C is shown number 1 having cut back to be in position to receive a pass. Number 3 fakes to return the pass to 2, but instead passes to 1 and cuts in front towards the basket.

In D, number 1 fakes to return the pass to 3, but passes back to 2 and cuts towards the basket.

Continuing regularly, the passer after making his pass cuts towards the basket for a possible return pass and a possible dribble-in shot. The receiver always has the possibility of returning the pass and in faking to do so, adds deception to the play before passing back and then cutting. The third member having cut and received no pass, is obliged to get in position to receive a pass and so moves away from the basket causing some relaxation of his opponent.

On receiving a return pass, the man can dribble in and shoot if

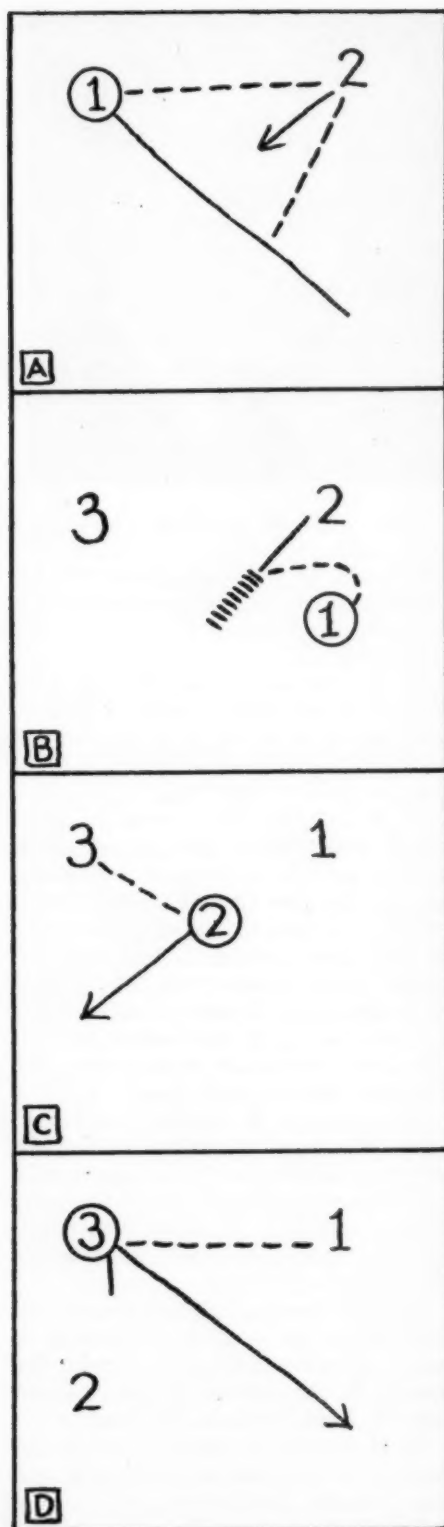


Diagram II.

close enough to the basket, or he can pivot and return the pass to the passer cutting towards the middle of the floor.

Diagram II.

In A, number 1 passes to 2 and receives a return pass. Number 1 can dribble in and shoot or he can pivot and return the pass to 2.

In B, number 1 pivots and returns the pass to 2, who has a chance to dribble straight into the basket for

a shot or 2, being blocked away from the basket, can pass to 3.

In C, number 2 passes to 3 and continues ahead. Number 1 is covered close to the basket and naturally moves back to be in position for the next pass.

In C number 3 is shown faking to return a pass to 2 but, instead, he passes to 1 back in receiving territory. Number 3, having made the pass to 1, cuts in front and towards the basket.

Working the system regularly with three men is easier than in, over and around with the passer going behind the receiver. The passer is almost always in position to receive a return pass for a dribble-in shot or, if blocked after receiving a pass, he can pivot and return a pass or even pass to the third member on the opposite side of the floor. The receiver always has the chance of returning the pass, dribbling into the basket or passing back to a third member. The man closest to the basket failing to get a pass must move out along his side of the floor to get in position to receive a pass.

In the use of only three men in the offensive two men are allowed to remain more or less inactive and therefore are easily watched or entirely neglected. It is better to use the fourth man after the details of the three man offensive have been entirely mastered.

Three Man Offensive Variation— Man Ahead of the Ball

In the three man offensive previously described, the fourth and fifth men are back in the defensive. This may be varied by having the fourth man in the offensive end and the fifth man in the defensive end. The fourth man does not necessarily have to handle the ball, but he is in an uncomfortable position for the defense. The fourth man is always in a diagonal position from the ball and in line of vision of the man with the ball. If the man with the ball sees the fourth man is uncovered, then a quick pass may result in a field goal. If the ball is passed across the floor then the fourth man crosses to the opposite side.

There is no difference in the technique from that of the three man offensive. All the possibilities of the three man offensive are present, and in addition there is the fourth man harassing the defense and acting as an additional receiver. In consulting the diagrams of the three man offensive, the passer is noted as passing and going into the diagonal corner. The fourth man is in the diagonal

corner from the ball and when the pass is made across the floor, he simply crosses the floor and takes the corner vacated by the man going out to get the pass.

Diagram III.

In A, number 1 has the ball, number 4 is diagonally opposite. Number 1 has a chance to pass to 3, and fakes toward 3. Number 1, after faking, can pass to 4 or dribble in to the basket. As 1 passes across the

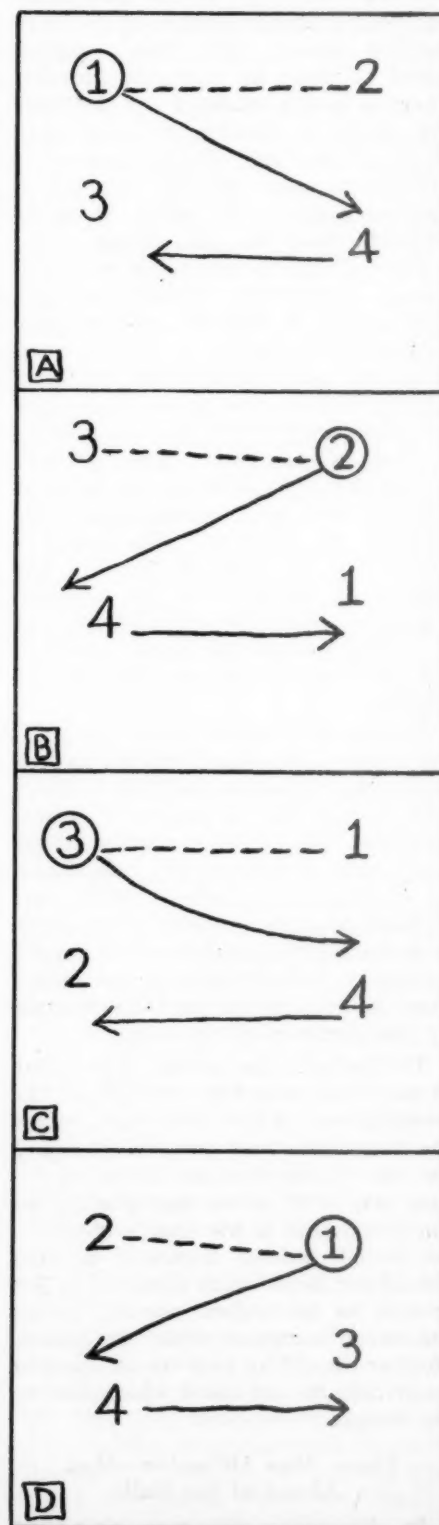


Diagram III.

floor to 2 and goes toward the opposite corner, 4 crosses the floor to the pocket vacated by 3 in going out to be in position to receive the pass from 2 as shown in B.

In B, number 2 overlooks other possibilities and passes back to 3. When the ball is passed across the floor, 4 also crosses the floor in order to be diagonally opposite the ball. Number 2 after passing to 3, crosses in front, and 1 goes out to be in position to receive a pass as in C.

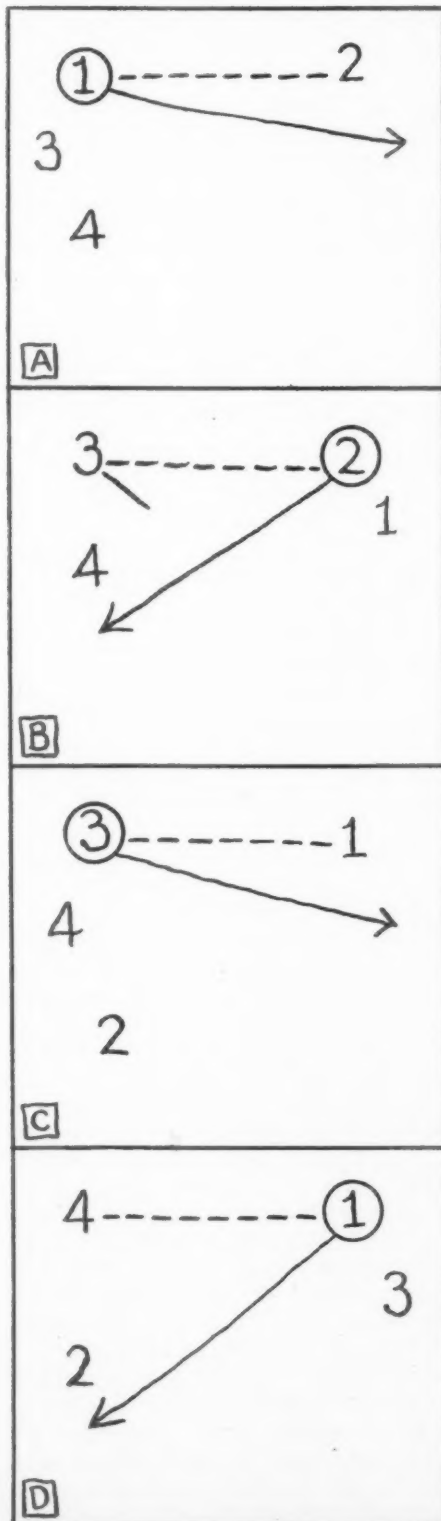


Diagram IV.

C and D are the same as previously described and only show 4 crossing the floor in addition to the details previously described.

If the passer decides to dribble into the basket for a shot, 4 is in position to follow the shot. If the passer chooses to pass to 4, he should follow in for a back pass to the foul line or a follow up shot.

If the pass has been made across the floor, 4 has crossed to a position diagonally opposite and does not interfere with a return pass, if made. The man receiving the return pass can dribble in or he can pivot and return the pass as regularly shown in the three man offensive. Number 4, having crossed the floor a number of times, would, by attracting a defensive man, facilitate the dribbling in of either the man receiving the return pass or the man getting the return pass after the pivot.

Number 4 also has the chance of moving out to the foul line as pivot man. This is the place for a big, shifty, smart player to divert the attack.

Four Man Offensive—Man Ahead of the Ball

In the four man offensive—man ahead of the ball, four men are used in combination in handling the ball and the fifth man is in defensive territory. The man handling the ball has two men on one side of the floor in front of him and one man opposite the two men. The ball may go to either side of the floor or the combination of two and one may be on reverse sides. The man with the ball may take it to the side on which one man is located and make a back pass. In this case he does not cut so deep diagonally for he may need to cut back for a pass to continue the combination.

If the man with the ball takes it to the side on which two men are located, then he first fakes toward the man nearest the basket and passes back to the other man. On this side the passer can go closer to the basket, because the man originally closest to the basket, failing to receive a pass, moves away from the basket in order to receive the pass from the man coming from the opposite side.

The man on one side by himself receiving a back pass fakes diagonally to the man closest the basket. Failing to make this pass, he passes to the second man of that side farther from the basket. The back man, on the side having two men, receiving a pass, fakes a return pass and passes to the opposite side and back. Passing to the side with one man, the cut is not

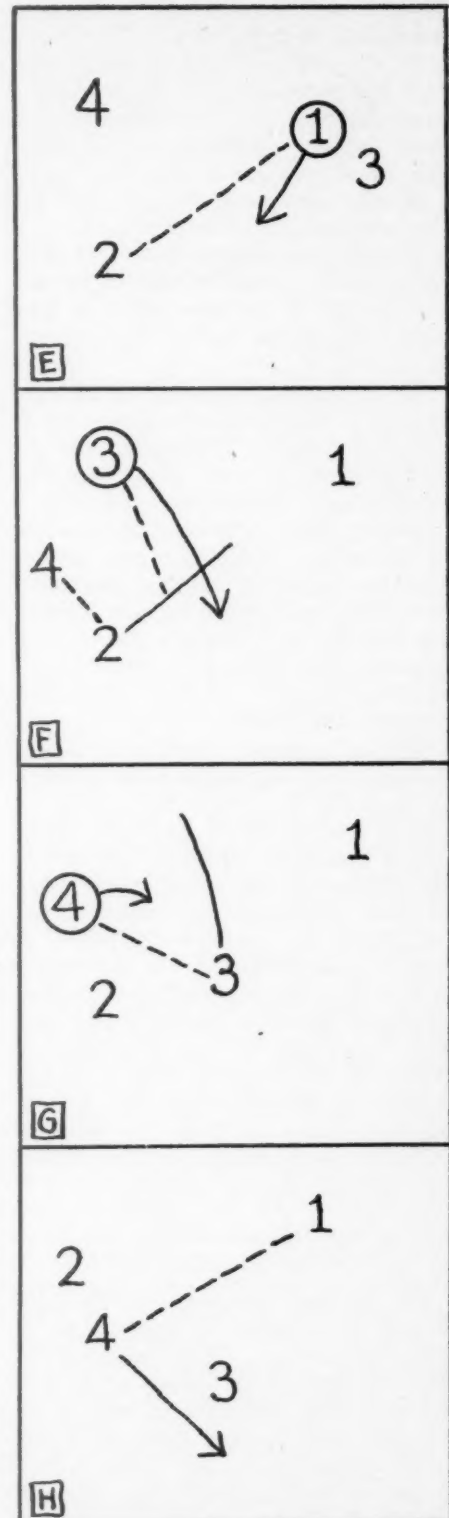


Diagram IV. continued

so close to the basket as on the opposite side.

Diagram IV.

In A, number 1 makes his pass to 2 alone on his side. Number 1 makes his pass but does not advance too far because he may need to cut back very quickly. Number 2 fakes to pass to 4 close to the basket but passes back to 3 as shown in B.

In B, number 2 completes his fake to 4 and passes back to 3. Number 3

fakes a return pass to 2 on his way diagonally in front of 4.

In C, number 3 fakes a return pass to 2 but passes back to 1. Number 3 goes in front of 1 but does not cut very deeply. Number 1 now fakes the longer pass to 2 near the basket and may pass back to 4 to continue the combination as shown in D.

Rather than passing back to 4 as in D, number 1 may dribble in toward the basket or he may make a pass to 2 close to the basket as shown in E.

In E, number 1 makes the longer pass to 2, who may have a close-up or dribble-in shot. When 1 makes the longer pass, he cuts in toward the basket for a back pass from 2 or a follow-up shot. The man on one side by himself on receiving a pass always has the chance of passing diagonally to a teammate close to the basket. He may dribble into the basket and if blocked, he still has the opportunity to pass back to a man as in the regular combination.

If in C, number 3 decides to return the pass to 2, we would have a lineup as shown in F. Number 3 having returned the pass to 2 cuts toward the basket behind 2. Number 2 then has the chance to dribble in, the chance to pivot and return the pass to 3, or the chance to pass to 4 directly in front. Number 4 then has the chance to pass to 3, cutting toward the basket and then following over the foul line for a back pass or follow-up shot as shown in G. Number 4 also has the chance of passing back to 1, and thereby swinging into the regular combination as shown in H and reversing sides of two and one.

Five Man Offensive—Man Ahead of the Ball

The five man offensive in this style of play is not hard to master and is most spectacular. With mastery of the long pass it is always a scoring threat. The continual movement of five men and the ball does not allow much relaxation by the defense. It is not difficult to learn and is very deceptive. There is a fake to return the pass, a man close to the basket in the line of vision and a pass back to comparative safety to give continuity to the system.

The passer passes back, cutting in front of his receiver and one other teammate. The receiver fakes a return pass and passes back, going in front of two teammates. The man cutting for the pass does not leave the side of the floor until the passer has made a fake to return the pass. The passing and cutting should be slow at first but plenty of speed and

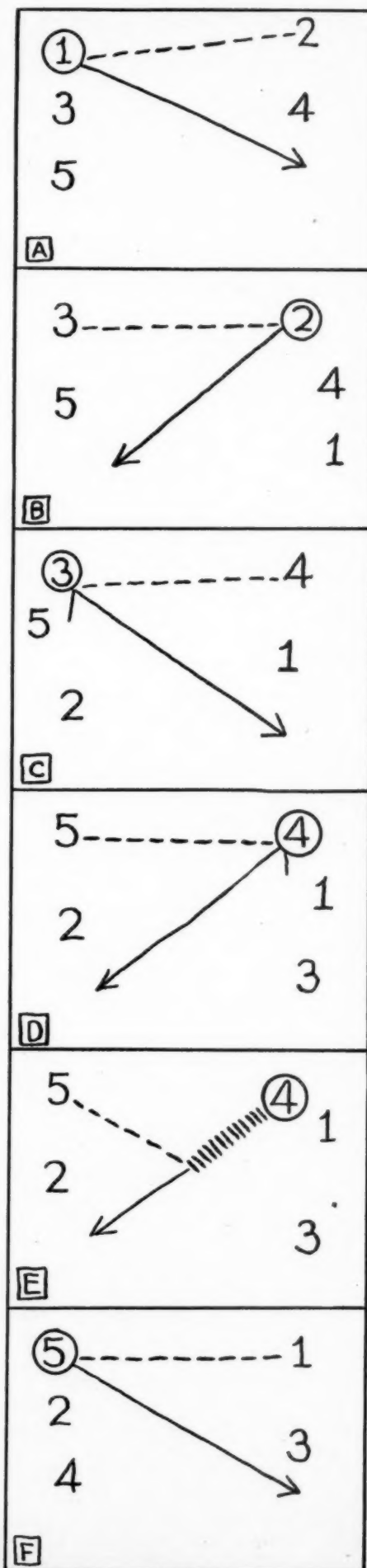


Diagram V

deception will be developed rather quickly.

Diagram V.

In A, number 1 passes back to 2 and cuts diagonally across the floor in front of 2 and 4.

In B, number 3 waits until 2 has faked a return pass to 1, then 3 cuts fast, back of 2 for the pass, number 2 going diagonally in front of 3 and 5.

In C, number 3 fakes a return pass to 2. As 3 finishes a fake, 4 cuts back of him fast for the back pass. After 3 passes to 4, he cuts toward the opposite side line between 1 and the end line.

In D, we have a continuation of the regular system. Number 4 fakes a return pass to 3 but passes back to 5 cutting behind.

The man with the ball may at any time try to dribble up through the center and if stopped may pivot and pass back to his regular man, thereby continuing the system regularly. If in D, 4 had chosen to dribble up the middle and was blocked, he might have continued the regular system by pivoting and passing back to 5 as shown in E. The lineup would then be as in F. The return of a pass presents a scoring threat with deception. If the chance to score is not favorable, then the system might continue regularly until another chance is presented.

Diagram VI.

In A, 2 returns the pass to 1, number 1 can pivot and return the pass to 2 but passes to 4 directly in front of him. Number 3, failing to get the pass from 2, crosses the floor regardless and we get the lineup as presented in B.

In B, 2 is shown continuing his cut for the basket. Number 2 would ordinarily receive to the side of the basket a hook pass from 4. Number 4 follows the pass over the foul line and if 2 is unable to handle the pass, he bats it back to 4 at the foul line. If 2 takes a shot, 4 is then in good position to follow.

In C, number 4 is shown to dribble in and, being blocked, passes back to 5. This gives the lineup as shown in D.

In D, is shown a continuation of the regular system temporarily awaiting another scoring opportunity but keeping the ball moving. Number 5 passes back to 3 and cuts diagonally in front of 1 as well as 3. Number 3 fakes a return pass to 5 but his next receiver will be 2.

This system gives continuity of action and puts a premium on possession of the ball until a scoring opportunity is presented. If a long shot is to be taken at any time, it may

be taken from directly in front of the basket. The man receiving the ball is generally in the middle of floor and has three men in front of him to follow the shot.

University of Pittsburgh 1928 Offense

The offense for the undefeated 1928 University of Pittsburgh team was designed to include all offensives up to date: a long pass, a two man triangle, a three, or four or five man system dependent upon conditions presented. Stress was laid on offense almost to the exclusion of defense. The aim was to keep the ball-handler and the team as a whole and the ball in continuous motion, with each ball-handler having the greatest number of opportunities to pass. While at first glance it may appear to be a spot offense, that is more apparent than real. With the ball being advanced on the right side of the floor, the men cut in clockwise fashion. With the ball being advanced on the left side of the floor, the men cut in counter clockwise fashion.

Diagram VII.

The man with the ball (represented by x in the diagram) first looked under the basket for the chance of a quick pass and a cheap goal at 1. This same man continued his cut past the basket to 3, while x looked at 2. If no pass could be made to 2, then the next point of attention was 3, for a two man triangle. If 3 was impossible then a turn was made to 4 and a pass to this place was able to start a two man triangle, a three or a four man offensive.

If no pass were possible except back, then 5 or the safety man came up into the offensive. In B, x went into 2's position. The man in 2 position cut for 1 and 3 positions, while 5 was dribbling up into position. Number 4 went back to 5 position and 3 went back into the 4 position. All followed the course of the arrows as shown in Diagram VII, B. X to 1 was a long pass with x and 2 covering sides and 4 going straight into the middle.

X to 2 presented a two man triangle with the return pass, x going on the outside of 3. A three man offensive was presented if 2 passed back to 4, who passed to x under the basket.

X to 3 presented a two man triangle with 2 cutting fast for the basket and a return pass.

X to 4 presented a two man triangle with 4 returning the pass to 2. Number 4 was able to start a four man offensive—man ahead of ball as previously described in these articles. Number 4 taking the ball over to the side with one man, 2 or 4 would take it to two, side-passing to 3. In either

case 4 would pass back and go in front as previously described.

X to 5 brought a general change of positions as described above. To facilitate the learning of different positions, pivots, dribbles and cuts, the ball was passed back to 5 for the first few days. Both sides of the floor were used by x. On passes to 2 and 4, x would go outside 3 in order to manipulate a collision of defensive men. On passes to 1 and 3, it was a matter of outspeeding the defense.

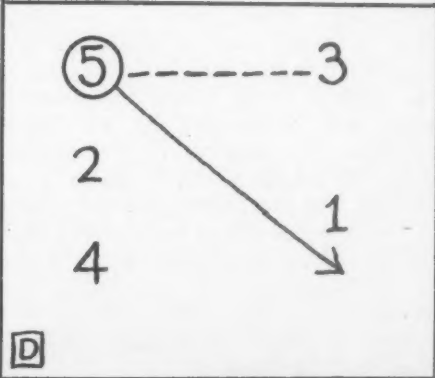
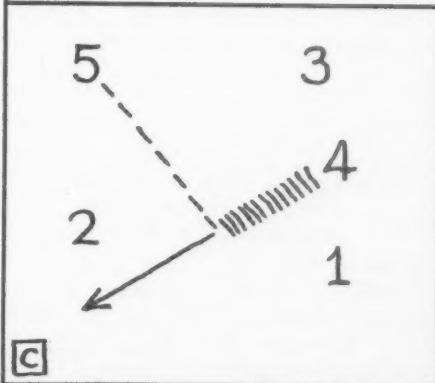
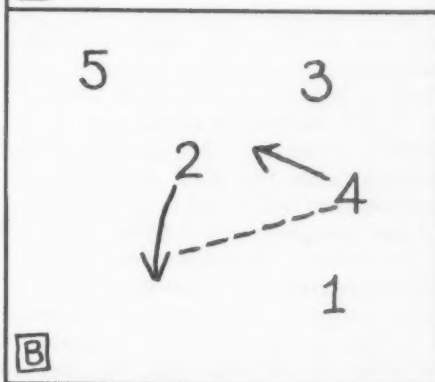
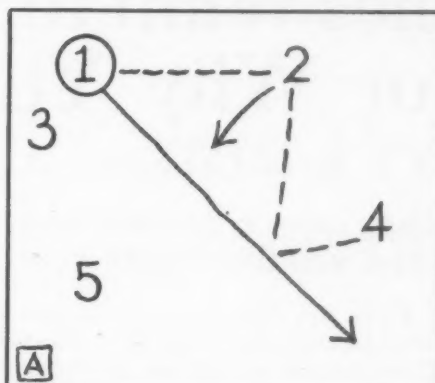


Diagram VI

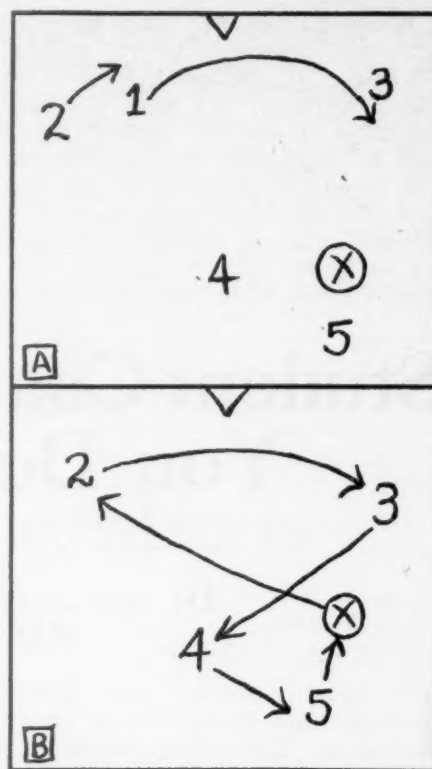


Diagram VII

A pass back to 5 was made to cause change of positions as above noted.

As the season progressed, we found the pass to 2 was not so successful as in previous seasons. In 1926 it proved to be our high scoring play. Feeling that the length of the pass was against its success, we moved 2 out to the foul line. Number 2 on getting the ball at the foul line, had the choice of first returning the pass to x for a quick cut or giving the ball to 4 for a pivot and legal block play. The pass to x proved to be the high scoring play for several of the following games. Number 2 on this play at the foul line could also start the four man offensive—man ahead—by going to either side of the floor as previously described in these articles.

Later, 2 was covered so well at the foul line that he continued out to 4 position. Number 4 cut into the pocket vacated by 2 and received a number of passes for field goals. This new arrangement allowed 2 to receive passes easily in 4 position and gave new impetus to number 4 plays.

If 5 had possession of the ball in the back court, with two men on either side in front of him, he had his choice of two offensives. If he chose to pass to the man nearest him on the short side, then the above regular offensive was started. If 5 would choose to take the ball to the opposite side of floor, the man nearer him, then the five man offensive—man ahead of ball—was started. This five man offensive has already been fully described in these articles.

However, this five man offensive was not developed to its highest efficiency. It was generally held in the background, but when put into execution, it was very spectacular as well as depressing to the defenses. The speed and deception of this five man offensive, with the man ahead of the ball, in a way resembles the show put on by the world's champion New York Celtics, when they are resting.

As previously described, this five man offensive is a newer development in offensives with the passer passing back but advancing all the time. The ball moves rapidly and continually as do the players, and may be sent into scoring position almost at any time or pulled out of scoring position to keep the action continuous at all times.

The combination of the deliberate regular system and the fast moving

five man offensive proved ideal as the high scoring attested. However, there never was a system devised that was any better than a team's mastery of fundamentals. The team had the background of an intense desire to win and the faith that they would win. With this background, good health, cooperative and willing efforts, as well as good luck, the boys deserved all honors bestowed upon them.

Student Coaches Want to Know—Why You Do or Why You Don't?

By Dr. F. C. Allen

Do you coach, cuss, coerce, preach, plead, drive, beg, or blate when you work with your boys?

IN 1925, coaching with Alonzo Stagg and Harry Gill at Drury College, Springfield, Missouri, I had my first taste of special, short-course, summer coaching school work. In that school we had forty-two earnest young men enrolled. In the interim between then and now I have done this same type of summer work in eighteen states, serving approximately two thousand men.

In the summer of 1927, coaching with Glenn "Pop" Warner at Superior, Wisconsin, we had an enrollment of 218 students. This past summer, coaching again with "Pop" Warner at Wittenberg College, Springfield, Ohio, we had 263 coaches enrolled in our classes.

These personal experiences of mine, during these past four years, have not been dissimilar to the experiences of my contemporaries in the schools which they have served. All of which goes to prove that the immense popularity which these schools are enjoying must be merited. They must have a place.

Are these eager young men seeking vacations where cool breezes blow and where game fish bite consistently, or are they after needed information? Perhaps it is a little of both.

However, experience has taught me that these discriminating men have a fine sense of values. They know what they come for and they know when they get it. In a sense, these schools have become athletic conventions. They are great gathering places for coaches to form intersectional acquaintances and connections. For instance, at one of our schools last summer, we noted license plates on the various students' cars from thirty-three different states.

There are also economic problems involved in the choice of these schools. These intensified courses save money for the students, especially when they are not working for academic credit. Most of the coaches enrolled have their college degrees and do not care to spend their entire summer in the routine of study. But they do desire contact with the men in their own professional world who can give them inspiration and correct information.

In seeking new features, some of the promoters of these later schools have sought to enliven their programs and thus to attract more students by offering two or three head-line coaches in each of the major sports. This, in my opinion, is a mistake and will not survive. In the first place, such a system is confusing. Mildly, it might be comparable to a student who begins the study of French and of Spanish simultaneously. In such an intensified course (from one to two weeks) it is next to impossible for the student to reconcile himself to two or three radically different systems of an identical sport. In the second place, these co-coaches will be scrupulously careful of one another's feelings. Further, they often hesitate to reveal their winning secrets when another head-liner is present; but will give to the student much inside information when not confronted by an intersectional contemporary. The primal thing that these students desire is an insight into the hearts and the minds of the coaches whose instruction they choose. *Personality plus*, is the secret of coaching success. Getting a two weeks' insight into a head-liner's own system is what the average student-coach most desires.

I have seen some coaches spend most

of their time telling their students what is wrong with the other fellow's system. Such lectures would be much more valuable if the lecturer would tell more about his own system. Evidently that was what this group of students came for. Perhaps many of these same student-coaches are counting on attending some other coaching school during the same summer, and thus will be able to get first-hand information on the merits of the contemporary system.

When coaches come to schools where I am teaching, I believe they want to know my fundamentals, my signals, my formations, and many of the various situations that have brought my teams defeat or victory. I believe they want to know how I handle my men, both off and on the court, my most difficult problems in discipline. They want a real close-up of their chosen coach's life and methods. Some of them want to know whether they shall go home and continue their coaching by cussing, coercing, and driving their boys, or whether they shall try preaching, pleading, or begging with only a little blating interspersed.

However, most of them will find out, in the average coaching school, that a deep understanding, a close association with their boys, and a genuinely wholesome attitude of life on the part of the coach himself will eradicate all of these lesser problems.

It is true that some coaches come to these schools to be entertained but these are in the minority. Most of them want the lecture and laboratory method of instruction. They like to see their head-liners in uniforms executing their own systems. A coach who can demonstrate is usually

a better teacher than the one who can supervise only. However, it is physically impossible for some coaches to demonstrate their fundamentals properly to their pupils because they have not acquired correct habits of coordination prior to their coaching experience.

I once heard a certain coach tell his class, "I am not going to give you any of my plays because if I did, you could not get them to work." Another coach made this statement before his class, "The best way to coach is to

pick out an outstanding performer and have the other players imitate him." I can hardly visualize a two-hundred pounder imitating a shifty lad weighing less than one hundred and fifty pounds. Versatile coaching methods and discreet handling of native ability will surpass any brand of imitation.

I am reasonably convinced that it is most effective to get all or at least a majority of the attending coaches suited up for actual demonstration

work. Many of these coaches fight shy of such demonstration work for fear of embarrassing themselves. As a matter of fact, this is the very place for them to make their mistakes. Away from the critical eyes of their own boys, they can spend more time on the fundamentals that they will later endeavor to teach.

One might go on indefinitely conjuring up the lesser wants of these student-coaches, and return invariably to their *chiefest want*, that of knowing *how* to win victories.

Basketball Game Preparations and Management

By H. V. Porter

MORE boys participate in high school basketball than in any other sport and a greater number of patrons are probably interested. In many places in the last few years the size of the crowd at the big games has been limited only by the seating capacity of the gymnasium and the number of participants has been determined by the available playing facilities. Cases have been reported of towns that have built gymnasiums to hold more than the total population of the community and yet have had to turn people away on various occasions.

In general, basketball has been self supporting and in addition has usually contributed to the support of other games. Recently, however, many schools have complained that when the visitors' expenses, officials' fees and equipment costs have been paid there is nothing left in the treasury to meet bills for incidentals. It is probably time school men begin to take cognizance of this condition. It is true that most educators agree that best results might be obtained if the sports were conducted without dependence on the gate receipts, but at the present time this is Utopian. Regardless of theoretical need, actual practice demands attention to the drawing power of the game as measured in dollars and cents. If the treasury is to stand the strain of increased demand for contests that will secure mass participation as well as more thorough training, the balance must be on the proper side of the athletic treasurer's books. Whether those most vitally concerned like it

Mr. Porter was for nine years athletic director and principal of the Athens, Illinois, Community High School. Only once since 1922 did his Athens basketball team fail to win their district title. Mr. Porter is now assistant manager of the Illinois High School Athletic Association.

or not, the condition must be met.

It has often been suggested that it may be possible to reduce expenses. There are those who believe that basketballs are too high in price and that concerted action should be taken to secure reduction. Others contend that officials' fees are out of proportion to the amount realized by the school. Some would urge an investigation into the cost of suits and shoes. But when all of these suggestions have been analyzed it will probably be apparent that no great help can be gained through such movements without greatly losing in efficiency.

The other alternative is to introduce measures to increase gate receipts. Those who have made a study of the situation indicate that here is the real solution to the problem presented by those who find their expenses mounting while the income decreases. Basketball probably has the greatest sales possibility in the world of sport, because there are more prospective buyers. It is a proposition that can be put across with a clear conscience. The game is some-

thing that will benefit player and spectator. One might speculate with a tinge of fear on what might happen if basketball were promoted with the same fervor that is used in creating a demand for a popular kind of gum, or a well known candy or a widely heralded brand of ham.

Not many educators would advocate propaganda to stir up added interest in the high school game if that interest contributed merely to a disproportionate attention to the athletic phase of the curriculum or to the growth of the feeling that the function of athletics is to advertise the town. However, there is a way in which gate receipts may be increased while true efficiency is being promoted at the same time. This is through the introduction of the best business methods in the preparation and management of the games.

Most of the big universities discovered this years ago. The drawing of crowds that are unique in American history has led writers to refer to the last decade as the stadium era. Many factors, such as loyalty to alma mater, desire for a short vacation trip and anticipation of accompanying social events have an influence on the size of the crowds. But probably the greatest reasons for the filled stadiums are the well organized publicity department of the university and the efficient business-like methods used in the management of the contest.

High schools might profit by a study of their methods. If games are to draw crowds, they must be advertised, yet few schools have good publicity departments. Usually the mat-

ter is left in the hands of some committee with little notion as to what they should do. Their activity usually extends to getting out a set of hand bills a day or two before the game. A permanent committee of enthusiastic students, possibly with a faculty member in charge, could do a great deal toward maintaining enthusiasm for the games. If they do their work well they will make up an advertising budget with the amount available and will then plan an advertising campaign for the season instead of waiting until a few days before each game. They will keep constantly in mind two cardinal principles of advertising: (1) The more often people are reminded of the contest the greater is the chance of their attending. (2) Material and methods should be such as to create a desire to attend the contest. Hand bills properly made up and properly distributed take care of the first requirement. Posters, displays, appeals to curiosity, novelty devices and pep parades assist with the second. Incidentally, if properly planned, the advertising material may be such as to create right prejudices relative to principles of sportsmanship.

Newspapers are usually willing to do their share in the way of informing people of the games, but the publicity committee must furnish them with interesting details and sidelights.

The advertising committee may create a desire to attend, but it is the business of the contest manager to make the spectators feel that they received big returns on their investment. The best departments usually have a committee to plan the ticket sales so there will be no long waits and little crowding, to arrange for ushers to facilitate the seating and to receive with a welcoming attitude those who come.

The floor and playing apparatus should be in condition before the crowd arrives. In many places a group of boys in street clothes often monopolize the floor between the time the doors open and the time for the game. Sometimes they rush on between halves. It is doubtful whether anyone who is not in a basketball suit should be allowed on the floor after the crowd begins to assemble. At times a ragged net must be patched or the timer's table brought in or the score board changed after the gallery is filled. All of this gives the appearance of a ragged organization.

THERE are scores of gymnasiums where the score board is so small or so poorly placed that part of the spectators cannot see it. Often it is

kept by a ragamuffin who shows action only when the home team is ahead. The best schools have a board large enough to show the score clearly and to give details relative to players, numbers, fouls committed and time to be played. Those schools which cannot afford a standard factory made board have often been able to make one of their own at small expense. To make it easy for the scorer to provide names and numbers before the time for the game, such data should be included on the eligibility list.

Between halves it is often desirable to have some form of entertainment. Music, pep demonstrations, short comedy skits and athletic demonstrations by some of the boys are appropriate. These, however, should be so conducted that they do not hinder the prompt starting of play in the second half. The crowd is there primarily to see the game and it should proceed according to schedule.

THE cheering section should have some supervision. Youthful enthusiasms have a tendency to lead to unfriendly, thoughtless remarks that lead to unnecessary bitterness and enmity. The cheers that should be designed to engender good will and encouragement of the favored team, often degenerate into nagging or reproachful invectives. The cheer section has a very great influence on the type of sportsmanship shown by the crowd and the importance of giving it some supervision should not be overlooked. The shrill whistling, cat calls, boos, use of harsh horns, hisses and other forms of hoodlumism have no place in school athletics and the management should be responsible for their repression. A very few of those corrected may take offense at the so called "curbing of personal liberty" but the approval of the greater number of spectators will more than balance the opposition. In general, school athletics have been kept free from pop bottle barrages and similar performances. It behooves the manager to exercise vigilance in keeping such tendencies under control.

In some cases it is possible for schools to keep in touch with games nearby in which spectators may be interested. Announcements of scores of such games between quarters or after the game always prove of interest. It would seem feasible for schools in localities near which a radio station exists to make arrangements for the broadcasting of scores at stated times. The data can be telephoned at the third quarter or at the end of the game and broadcast immediately. The local school radio oper-

ator can then pick up the information and announce it before the crowd left the gymnasium. It would be comparatively easy to devise a short social period or a brief program to keep the crowd entertained for the few minutes necessary to get the announcements ready.

When the game is over the property manager should immediately gather the loose playing equipment and use all available means to insure proper care of suits and shoes. There is little excuse for the misplacement of the balls that were used in the game, watches, timer's horn, shoes, socks, or other apparel. And there is just as little excuse for leaving the dressing and shower rooms looking as if a cyclone had gone through.

Some capable person should be responsible for reporting the game to the newspapers if they have had no representative present. The report should include more than the box score. It should have the interesting side lights, turning points, and thrilling plays. The report should be absolutely impartial and it should be given promptly, regardless of whether the home team won or lost. A sports editor is always anxious to get details and usually he will write an interesting story provided he is given the material. Obviously he cannot be expected to appeal to the interest of patrons if he is given only the box score. The ability to pick out of a game the interesting sidelights is something of an art, but there are usually a few in each school who are capable. It is the business of the contest manager to find these, and to enlist their services. Since sporting editors are usually swamped with reports after Friday night games, it would be of mutual benefit if the home school would place in the hands of the editor a list of probable players of both teams with proper blanks arranged for box score data. This could be used when results are telephoned. Thus a great deal of time would be saved so that more of the interesting features might be reported.

THE details in connection with the management of basketball games as given above are a few of the many encountered by those responsible for the business organization of the athletic department. Careful attention to them should tend to maintain or even increase interest in the game. Furthermore, if responsibilities are properly scattered and supervised, many students should receive through practical experience, valuable training in good business organization.



The Grinnell-Drake night football game October 20, 1928

Night Football at Drake University

By E. C. Lytton

Business Manager, Drake University, Des Moines

IMAGINE yourself seated in a huge football stadium with forty thousand watts of light scientifically projected so as to turn night into day. Two football teams are on the field, eagerly awaiting the referee's whistle for the kick-off. Bombs are bursting overhead, filling the sky with the colors of the opposing elevens. Suddenly the switch is thrown and the stadium is in complete darkness. For a fraction of a second the crowd is panic stricken, fearing the lighting system has gone wrong and that, after all, night football is to be an utter failure. Relief comes quickly, however, when the torch is applied to the fuse attached to a huge fireworks display at the open end of the stadium and there burst into flame the words, "Welcome, Simpson." The lights are again turned on, the teams line up for the kick-off and the battle is on.

"Football games at night? I should say not! Football is a daylight attraction and can never be made into a night sport."

This and similar statements were common on the Drake University campus and the streets of Des Moines for a few hours after the public announcement was made that the Drake-Simpson contest would be played the

night of October sixth, commencing at eight o'clock. The whole idea of night football was somewhat of a surprise to many persons when the suggestion was first made.

Within a few hours, however, sentiment in favor of the night contest began to crystallize. Thousands of citizens whose work occupies their time every afternoon were now to see their first college football game.

Simpson College is a Class A school whose football teams usually attain high ranking in the Iowa conference. It is generally conceded, however, that Drake will win the game by rather a one-sided score and so a great crowd is scarcely expected to attend.

The 1927 Simpson game played on a bright Saturday afternoon had drawn 2,800 people. An increase of one hundred per cent was predicted for the first night game, but hundreds of citizens desiring to express their appreciation for night contests attended the game, with the result that 8,211 admissions, an increase of nearly two hundred per cent, established a new high record for early season football games at Drake.

The first game having been successful from every viewpoint, it was decided by the two institutions that the

annual Grinnell-Drake game should also be played at night, and again the results were entirely satisfactory. The gate receipts were the largest in the history of these traditional games, the 1928 contest being the thirty-third of the series.

Whatever opposition there had been to the night football game was entirely dissipated as a result of the two games, and Drake hopes to play four home night games in 1929.

The greatest night football game in athletic history will be played in Soldiers Field, November 9, 1929, between the University of Notre Dame and Drake University. A capacity crowd will doubtless see this game on the lake front.

"How is it possible? Does the spotlight play over the teams as they play, or is the entire field light?"

This question was asked almost to the exclusion of all others before the game. There is no spotlight effect whatsoever. The entire field is as bright as day, and it is not merely a surface light, the beams extending skyward far enough to enable spectators to follow the course of the highest kicks or forward passes with ease.

Ten huge projectors mounted on fifty-foot poles were placed on each

side of the field, twenty feet back from the side lines. Two one thousand watt lamps were placed in each projector. The light rays were scientifically crossed in four different directions, leaving no possibility of shadows. Contrary to the general opinion, there is no glare from the lights. In fact the glare which often interferes with the visibility of players and spectators on a balmy afternoon and the resultant shadows were entirely absent in the night contests.

Spectators predicted that the safety man would not attempt to catch punts but would play them safe and allow the ball to hit the ground. They were happily surprised to find that the ball was handled perfectly on punts, several being caught by the safety man while on the dead run. The air was filled with passes and the ball was easily followed by player and spectator. Especially in the Grinnell game, many passes were thrown with splendid success.

Drake is not the pioneer of night football. The University of Cincinnati and the College of William and Mary played a number of night contests in the fall of 1927, and all the games were highly successful.

College basketball games have long been played at night. Why at night instead of in the daytime? The answer, of course, is that larger crowds may attend the night contests. The same is true for football and the writer believes there is just as much reason for playing football games at night as for playing basketball contests.

It should be emphasized that in planning lights for the night contests, care must be taken to make certain that the illumination is sufficient. Attempting to save money by reducing the number of projectors may prove disastrous.

It is a perfectly simple process to light a football field so it will be fifty per cent brighter than the average modern home or office building.

The display of fireworks adds greatly to the spectacle. Drake University used fireworks to splendid advantage at both of its night games and we will increase our appropriation for this purpose next season.

Readers of the ATHLETIC JOURNAL will be interested in statements made by officials, scouts and coaches who witnessed the night games.

Jack North, sports editor of the *Des Moines Tribune Capital* says, "Having worked as an official in one of your night football games, I will say that after the contest got under way, I forgot about the fact that the affair was being played at night. To me it seemed that night football was just the same as day football. The visibility on the field was excellent and it was just as easy to follow the ball on punts or on passes. There was no glare from the projectors and the players and spectators were handicapped in no way. Night football in the early season should be played as it gives many fans a chance to see college games where otherwise they would be unable to attend."

H. H. Corey, former University of Nebraska star and now well known football official, is an enthusiast for night football. "The game between Drake and Simpson, in which I worked at Des Moines, at night time, was the first football game I had ever seen or worked in under these conditions," said Mr. Corey.

"Naturally I was very curious about how it would all work out. From the viewpoint of the officials, I can frankly state that after the first few moments of the game I practically lost all sense of the fact that we were playing at

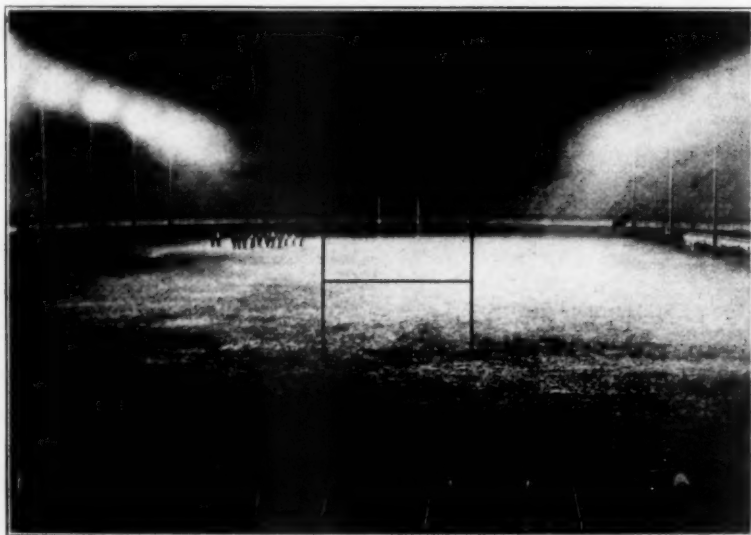
night time and not under the ordinary daylight conditions. I noticed that there were very few fumbled passes or kicks.

"From the viewpoint of the spectators, I can speak for Mrs. Corey who was in the stands watching the game. The idea was a distinct novelty to her and she said she thought she liked it better than a daylight game if the weather was not too severe. She also stated that everything that occurred on the field was plainly visible from the stands and perhaps even a little more so because the light accentuated the figures and their actions on the field.

"From the above you can gather that I seem more or less enthusiastic about the game. I think it is entirely practicable."

Archie B. Klein of Missouri says, "After the first kick-off of the Drake-Grinnell game in which I officiated as head linesman, it was hard for me to realize that the game was being played at night, as it was possible to see the players and the ball at all times, just as if the game had been played during the daytime, and better than on some occasions when I have officiated in games when visibility was low. It also occurs to me that owing to climatic conditions in your part of the country during the early fall games, it would be highly desirable to give the players the benefit of the cooler night air. While it hardly seems necessary to me to mention it, finally one cannot overlook the fact that the attendance, therefore the gate receipts, are both larger than would otherwise be the case."

B. L. McCreary, of the University of Oklahoma, a well known football official, says, "I have noticed several comments from officials and others regarding night football. Mainly they refer to the spectators' point of view, and regarding this I wish to say that I have had the pleasure of working in your Grinnell game this fall. I drove up from Kansas City, bringing my family and also a friend and his wife. The unanimous opinion of my party was that while the color of a daylight game may have been lacking, their undivided attention was riveted on the ball game and they were able to follow each play through to its completion and thus learned more about formations and execution of plays than they had known existed in a football game. From the standpoint of an official the game was ideal. The lights in no way bothered me. The highest punts were plainly visible. There were no shadows on the field. In fact after the game started one was hardly aware that it was night time. I see



The Drake stadium ready for the Grinnell game

no reason why players need to be handicapped when playing under flood lighting such as you have at Drake, and I trust you will have no trouble in continuing your program of night games."

Mr. George Flamank, freshman coach at the University of Missouri, scouting Drake at the time of the Grinnell game, sat in the press box, the highest seat in the stadium. After the contest he said, "Naturally I would not expect a night game to be played without difficulties, but after seeing the Drake-Grinnell game, it convinced me that a game could be played under those conditions as well as in the daytime. Punts were handled seemingly without any difficulty whatever. Forward passing was also

executed without difficulty. The exceptional forward passing in this game was outstanding. From my seat in the press box I could in no way see how the game handicapped players, officials or spectators."

Mr. R. C. Russell, famous Nebraska quarterback, declares, "As an official in one of your night games of football, I will give you my impressions of said game from the viewpoint of players and officials. It is with pleasure that I do this, as I am firmly of the conviction that games of this type are to become very popular. I know that it is just as pleasant for an official as the afternoon game, if not more so. The only real differences are that you have no sun in your eyes at any time, no shadows at all, and in

the case of the game in which I worked, no wind. There is less likelihood of a wind at any time at night I should think. The question of the field being well enough lighted is really no question at all as it was every bit as light as day and once the game started we did not realize that it was night.

"In afternoon games the coaches and players have to watch out for the sun's glare, shadows and wind, the winning of the toss often giving one team an advantage: all of which is eliminated in the night game. If I were a coach and my team had a chance to play a game at night, I would jump at the opportunity."

Bert McGrane, official and sports

(Continued on page 46)

The Short Passing Game

By David McMillan

Coach of Basketball, University of Minnesota

WHEN basketball was first originated there was no definite style of advancing the ball into defensive territory. The game had mainly a haphazard method of offense, long passing and long shooting predominating. But as the years went by, the game gained in popularity and, as the competition became keener, it was necessary to develop some definite offense and the short passing game was one of the methods evolved.

The short pass game, in the writer's opinion, has a number of advantages over other styles of play. In the first place it lends itself to concentrated team effort, which should be the goal of every coach. In the short passing game each man on the team handles the ball a maximum amount and this is something all players enjoy. The psychological effect is that each man feels his own responsibility and works harder and has less time to think about how tired he is. This is especially true near the end of the game. Exhaustion is merely a mental state.

Another point of advantage in this type of game is that the team is able to keep possession of the ball much longer, and is thus able to work it underneath the basket for close in shots which gives a higher percentage of successful tries.

Furthermore, in a short passing attack there is less chance for interception of passes, because the ball is in the hands of the players more than it is in the air. Also, the quick changing direction of the ball tends to befuddle the defensive players.

THE short pass game lends itself to concentrated effort; it enables the team to keep possession of the ball longer and there is less chance of interception. As compared with the dribble five men are in the play continually, whereas in the dribble game one man puts on a little act of his own.

Again, in this system of offense, the ball travels much faster than can any player, either offensive or defensive.

In comparing this type of offense with the team that specializes in dribbling, the most essential difference is that all five men are in the play continually, whereas, in the dribble game, one man puts on a little act of his own while the other four men assume the role of spectators. It is obvious that this is not conducive to good teamwork.

The most essential thing in a successful short passing attack, however, is the natural handling of the ball. By this is meant that each player is not confined to any set way of passing but must be trained to pass from all positions with the least waste of motion.

Another essential of this type of play in the writer's estimation, is that the coach should not curb the natural ability of his players. By this is meant that when a situation arises where a player sees an opportunity to make a long pass to a teammate who is in a position to score

easily, no system should be so cut and dried as to prevent him from doing so. The same idea applies to a man who has possession of the ball in a position where he can dribble in for a good shot.

Many people object to a short passing attack because they believe it eliminates the sensational long shots. This is not true, at least in the sense that they make their criticism. The fact is that, in the use of the short pass, so many better opportunities to score present themselves that the players hesitate before attempting the long shots. The use of the long shot will come only when the defense is so stationed around their basket that it is impossible to penetrate it for short tries. It is only then that long attempts for the basket are really worth while. In the above situation the long shot is then used to draw out the defense. This type of shot is better because the man attempting the shot can shoot with more care and so increase his accuracy. In basketball parlance this is known as a "set" shot.

The short passing game comes into a good use when a team wants to "freeze" the ball in order to protect its small lead towards the close of a game. In other words a team is not forced to change its style of play to make "freezing" a successful part of the game. Further this type of "freezing" is not objectionable to the spectators since the ball is kept constantly on the move and it is withheld from the defensive team only by a greater exhibition of skill on the part of the short passing team.

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JOHN L. GRIFFITH, Editor

The Sportsmanship of Spectators

THE students at the University of Illinois have recently originated and conducted a campaign for better sportsmanship. They have adopted the following code:

A true Illini sportsman:

Will consider all athletic opponents as guests and treat them with all of the courtesy due friends and guests.

Will accept all decisions of the officials without question.

Will never hiss or boo a player or official.

Will never utter abusive or irritating remarks from the side-line.

Will applaud opponents who make good plays or show good sportsmanship.

Will never attempt to rattle an opposing player, such as the pitcher in a baseball game or a player attempting to make a free-throw in a basketball game.

Will seek to win by fair and lawful means, according to the rules of the game.

Will love the game for its own sake and not for what winning may bring him.

Will "do unto others as he would have them do unto him."

Will "win without boasting and lose without excuses."

In a letter to the individual students at Illinois, Mr. George Huff, Director of the Department of Physical Welfare, congratulated them on the action which they had voluntarily taken, and stated among other things: "In my opinion it is not only ungentlemanly and cowardly but disgraceful for a college man to boo or hiss whether he is at an athletic contest or any other kind of entertainment." This commendable action taken by the students at the University of Illinois and Mr. Huff's letter, which was given wide publicity, has brought out considerable editorial comment. The Chicago Daily Journal in an editorial under the heading, "The Illinois Bleachers' Decalogue" among other things suggests:

"But since the public has adopted amateur

sport to the point of hippodroming it, the code of the professional baseball bleachers has slowly been passing over to other crowds of spectators. Foreign tennis visitors have been completely upset by the amount and the type of cheering from the grandstands; and basketball crowds, keyed up to intense excitement, have bawled out players and booed at officials until the left-field bleachers have outdone them only in the throwing of cushions and pop bottles.

"So the warning of Coach Huff and the adoption of a sportsman's code by a responsible body of University of Illinois students is not an attempt to reform the amateur code, but a move to restore it to its own sportsmanlike level. They propose to treat opponents as guests, to applaud good plays, whoever makes them, to accept official rulings as the players themselves do, and to treat sport as sportsmen.

"It is a fine move and a timely one; and it will be highly surprising if the rival student bodies do not accept this challenge and strive to outdo the Illini in obeying the new bleachers' decalogue."

Professor James Weber Linn in his column in the Chicago Herald-Examiner under the heading, "Apologies to George" discusses this matter at some length. Following is a part of Professor Linn's statement:

"One of the truest sportsmen in the country is George Huff of Illinois. Whatever he says has on it the stamp of conviction, because whatever he has done for forty years in the conduct of sport has had the ring of honesty, of practical idealism. So when George Huff starts a campaign to get rid of the 'booing' of decisions by officials at basketball games he leaves no doubt in my mind that he thinks such booing is all wrong. Almost he convinces me that it IS wrong. But not quite. Booing is only applause turned inside out. A fellow cheers at games to express his emotions—his emotions that follow approval. Why should he not boo to express his emotions that follow disapproval? They are just as genuine. They are just as inevitable. And they are quite as much in place. Few of us go to see games to study them. We go to enjoy them. And disapproval is as much a part of enjoyment as approval is."

If Professor Linn were to carry his logic a bit farther he would suggest that when at a social affair some amateur singer displeases the gathering they collectively and individually should honestly register their disapproval. Instead of that, custom and courtesy demand that we either applaud such performances or keep silent. The Metropolitan Press recently carried a story in effect that a husband flew into a rage and struck his wife because she doubled a four diamond bid in bridge and the opponent took his ten tricks. All bridge players will have the utmost sympathy for the husband in question because he felt disappointed on account of his loss at cards but not many would go so far as to suggest that his actions should be emulated by others who likewise

may feel keenly disappointed because their wives or partners overbid their hands.

It is perfectly natural for a man who pounds his finger to swear or at least want to swear, but we rather admire the man who can suffer hurt without making others about him uncomfortable. Likewise, it is natural for a team partisan seeing an official penalize his team to express his disappointment by booing and hissing. However, we contend that when a man does boo or hiss the officials or players, although his action does not appreciably affect the playing or the officiating of the game, it is a manifestation of bad manners on the part of the spectator and the chances are he makes himself obnoxious to those in the stands who are in near proximity to him. The sportsmanship of the school and college athletes these days is quite generally above reproach. Perhaps some day the athletic manners of our spectators will be of as high an order as are the athletic manners of the players. At any rate high school and college athletic games may be used as a means for teaching etiquette, manners and common decency.

Football Officiating

THE New York Sun, December 14th, suggested in part as follows:

"Among football men there is beginning to arise some doubt as to whether the game has not got away from those who are appointed to the position of officials. There is assurance that mistakes were made in 1928 because those who had been selected to act in an official capacity perhaps were not well enough versed in practical application of the rules.

It has been the custom to name old college men for officials. College men who have played football have been chosen. Their experience has been considered to be their greatest recommendation for successful judging of plays and announcement of decisions during a game.

This season proved that some men who played football twenty-five years ago and officiated in 1928 have not kept up with the kind of football that is played now. They are not the only persons who have not kept up with modern football. Some of those who play it can't keep up with it. Yet it is evident that if there is to be a condition of respect for officials on the football field the officials must show more thorough knowledge of plays and the rules that govern them than is shown by the players, and if the officials do not show that they have the game in hand there will be sure to result attempts "to beat" the rule code."

In the "Big Ten" Conference the following plan is being followed: The men who over a period of years have demonstrated their qualities as officials are assigned the important games. This list does not include a great many names. The men who are on this list it is assumed will officiate in Conference football games so long as they render satisfactory service to the majority of the institutions and so long as they are available. The assignments are not distributed as favors to friends but rather the Conference takes the attitude that it is interested only in one thing,

namely that of securing the best officiating talent that it is possible to obtain.

The men who work the Conference games year after year are successful business men who have the respect and confidence of the coaches, players and spectators. They are in a sense professional officials who take their work just as seriously as do the National League baseball umpires. The fact that many of them have been working for a good many years is a point in their favor. Since there are only eight Saturdays in the football season on which officials can work in Conference games it would not be practicable to hire a large number of officials to give their time exclusively to football officiating.

Coaching has become a highly specialized profession. There are many who object because this is true and if they had their way would have all the coaching done by volunteers. The JOURNAL does not agree with this opinion but holds rather that ministers, school teachers, college professors, athletic coaches and others doing the world's work are worthy of their hire. Officiating has also become highly specialized. The time is past when we can expect this or that man to work a satisfactory game when he has had little or no experience in officiating, and who has been given the assignment chiefly because he is a good fellow and played football in his day in college.

If we will understand that the officials are a necessary part of the game of football, that they should be selected solely on the basis of their character and ability the officiating will improve with the years. Enough men will because of their interest in the game give the necessary time to the study of the rules and will voluntarily do the work for reasonable fees.

The Pacific Coast in Athletics

THE year 1928 in athletics was a very satisfactory one from the standpoint of the colleges on the Pacific Coast. The Stanford track team won both the N.C.A.A. and I.C.A.A.A. track meets. The California crew demonstrated its superiority both in this country and in the Olympic Games. In football the University of Southern California defeated Notre Dame, and Stanford and the Oregon State College teams travelled across the continent to win from the Army and New York University respectively. California still has the game with Georgia Tech before her but whether "Nibs" Price's men win from W. A. Alexander's southern scrappers or not the coast has sufficient cause for rejoicing.

The JOURNAL congratulates the coaches and players from the west. These westerners take their victories gracefully, they compete fairly and all in all they are popular winners.

The population of the Pacific Coast state does not compare with that of several of the eastern and mid-western states; there are not so many high schools in California as there are in New York State and consequently there are not so many young athletes undergoing the athletic process of training in the west as in the east but the quality of the men is evidently good.

Sectional rivalry is a good thing and intersectional contests are desirable.

Catch-as-Catch-Can Wrestling

By Hugo Otopalik

ONLY the fundamental and elementary phases of catch-as-catch-can wrestling will be taken up here. This information presents a fair knowledge of the game so that if the average boy or class is desirous of keeping on with this sport and becoming proficient in it, he has a good basic knowledge of its principles.

The fundamentals of wrestling are always practically the same, changing possibly in minor details with the individual peculiar characteristics of the contestant.

There are four general phases of catch-as-catch-can wrestling which seem to be the most important in amateur circles—going behind an opponent, staying behind, getting away from an opponent, and pinning an opponent's shoulders to the mat. These will, therefore, be taken up here in a brief and elementary way. There is nothing new presented in this article and only that is taken up which will give the beginner a fair start and a beginning in the right direction.

Referee's Position and Getting Behind Opponent

I. Referee's Position on Feet and on Mat.

A. On Feet.

Face your opponent and place your right hand behind his neck, grip his right elbow or shoulder with your left hand. Bend your trunk slightly forward. Keep your balance by keeping your feet sideward and apart, bend your knees slightly, one foot may be slightly to the rear of the other, keep partially relaxed, keep your feet flat on the floor, don't ever place one foot ahead of the other.

This position is taken when ordered by the referee, and is primarily used

to feel out your opponent. It is sometimes called the neutral position on the feet.

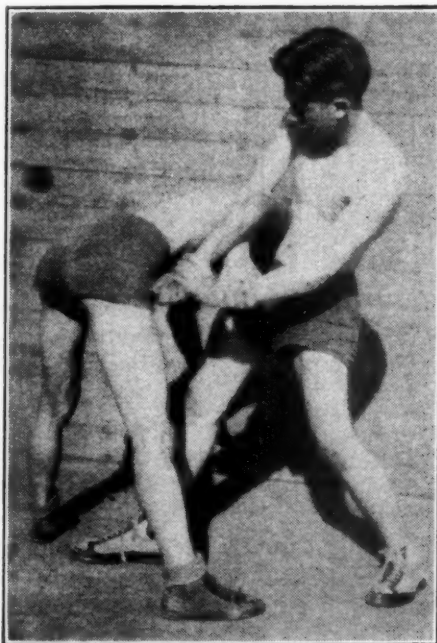
B. Referee's Position on Mat. (Position given by Referee.)

The underneath man is down on both knees with his hands or elbows on the mat. The top man places one arm around the waist of the other with his hand just inside the thigh. The opposite hand is placed on the elbow of the lower man on the side nearest. Both feet and legs of the top man must be outside the legs of the underneath man.

Contestants do not start wrestling till ordered by the referee.

II. Going Behind an Opponent.

There are a goodly number of ways to get an opponent down and get behind him but space will permit only a few to be presented here. These



Wristlock from standing position

have been found to be most effective in high school and college wrestling:

From the referee's position on the feet, where you have your right hand behind his neck and your left hand on his right elbow, quickly raise his right elbow with your left hand. Step in toward and behind him under his raised right arm, at the same time permitting your right arm to come down and around his waist.

From this behind position you can get him to the mat by (1) picking him up bodily and slamming him or (2) by dropping to a sitting position on your

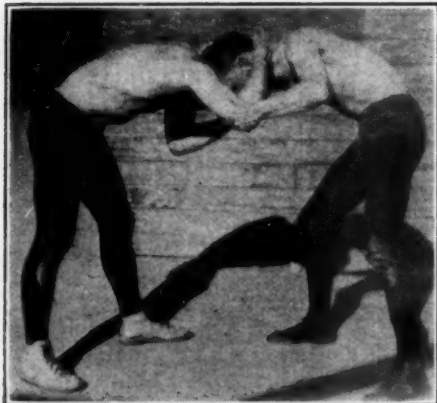
left thigh and as you are going down retain your waist hold with your right arm and pull him down with you backward, tripping him over your extended left leg. By the time he is able to regain control of himself, you can change your position and take control of him.

III. Leg Dive to Get Your Man Down.

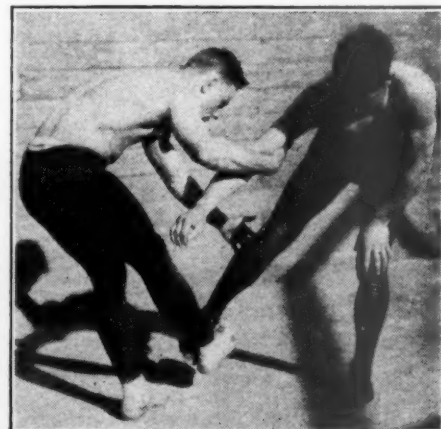
From the referee's position on the feet, as you are maneuvering for a position while on the feet—and at the moment when he is possibly exerting himself to the greatest extent toward you—and is off his balance—suddenly drop down and grasp him around both legs with both your arms, almost identical with the football tackle. Pull his legs together and forward, bringing him to the mat, and go behind him. Often this leg dive is successfully brought into use when the two contestants are coming together—and before taking the referee's hold. In this case care should be taken not to telegraph your intention by a look of the eyes or motion of arms or legs. Prunty of Ames was the greatest exponent of this means of going behind the country has ever seen.

IV. Wrist Lock From the Standing Position to Get Behind an Opponent. (This may be worked from either side.)

Advance your right leg forward as a bait for your opponent. As he endeavors to grasp your right leg with his right hand, take a wrist lock on his right arm. (Your right arm is placed around his right arm from the outside. Grasp his right wrist with your left hand and regrasp your own left wrist with your right hand.) Force his right arm back as you fall



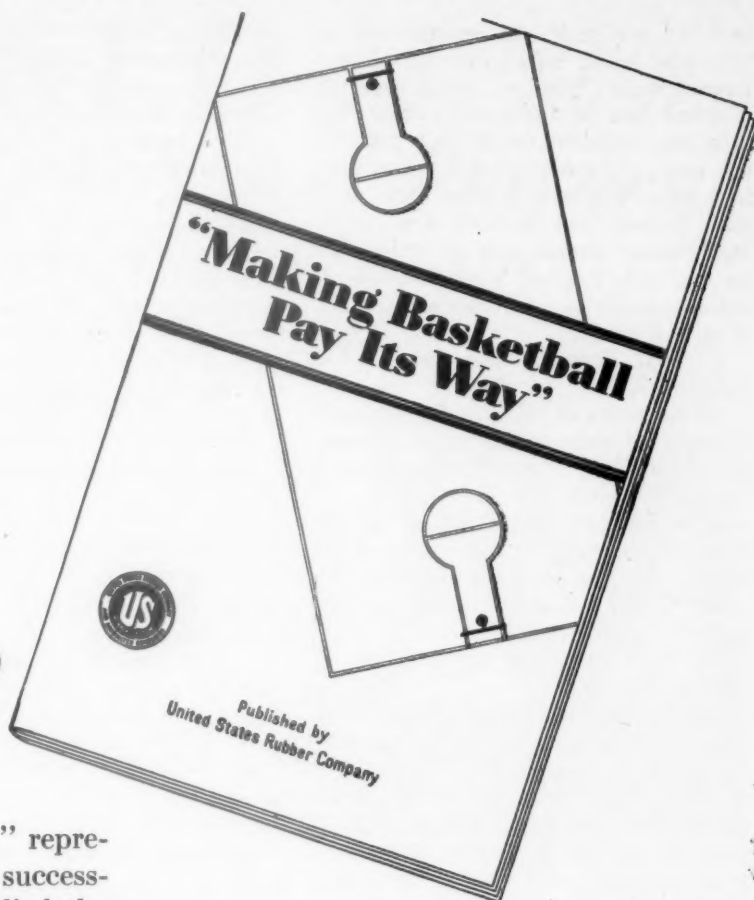
Referee's hold or collar and elbow position



Arm pull and leg trip

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back or sit back; be careful not to turn the wrist back into a twisting hammerlock. Keep on going over till you are over or above him; either retain your original wrist lock till you pin him, or change your combination to a half Nelson and waist lock, or a half Nelson and further arm, or a half Nelson and crotch, or wrist lock on one side and an arm scissors on the opposite side. If one combination fails, try another.

V. Pull Forward and Trip to Go Behind.

Quickly grasp his right arm or wrist with your right hand (it may be assisted by the other) pull him forward sharply to the side; as his body shoots past you, trip him by cutting his feet from under him by kicking his feet or ankles with your own right foot. As he hits the mat, be quick to get behind him.

VI. Leg Grasp and Leg Trip, to Get Behind Opponent.

When working in close while on the feet, step quickly to the front of the right leg, grasping your opponent's right leg and thigh from the rear, raising the leg and thigh as high as possible and at the same time stepping in closer and cutting the opponent's left leg from under him with a trip from the rear. As he goes down change your hold to retain advantage or gain a fall. This may be used from either side.

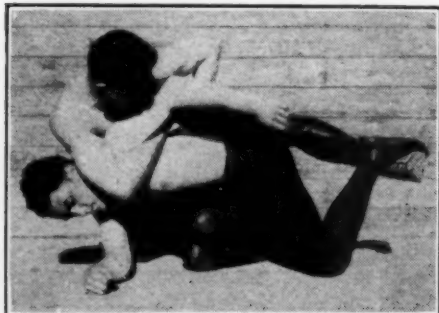
VII. Retaining Advantage.

The following methods may be developed and used successfully to either retain the position of advantage or maneuver your man to get him into a position whereby a pinning hold may be secured.

(a) Cross Body Ride. (May be used from either side.)

Thrust the right leg from the side and front between the thighs of the opponent and around his right leg and thigh—at the same time, with your weight directly above and on him, thrust your right arm from the front, under and through his left arm as far as possible. Your own body is diagonally across and over his.

This position may be held, no matter which way your opponent turns,



Crossbody ride

and is an excellent combination with which either to hold a man or place him in a position whereby a pinning hold may be secured.

(b) Leg-Ride and Waist with Near Arm or Wrist. (May be used from either side.)

When down on the mat and on the opponent's right side, bring your left knee between his legs and sit on the opponent's right leg; that is, hook his right leg or ankle with your own left leg and thigh; your left arm is around his waist. Your body may be close to his; grasp his right arm or wrist with your own right hand.

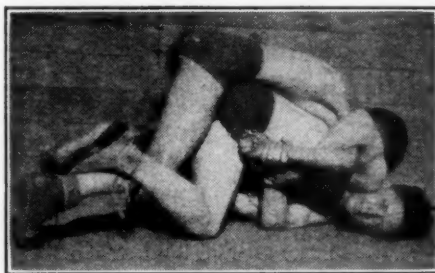
This is a good combination with which to retain the position of advantage or from which to secure pinning holds or combinations.

(c) Waist Lock and Near Arm Hold. (This combination may be used from either side.)

You are on his right side on the mat. Put your left arm around his waist, pull him over on to his right side, at the same time grasping his right wrist with your right hand and pulling his right arm backward. Retaining this combination, you should be able to retain your position of advantage for several minutes and eventually open your opponent up so as to get him into some pinning combination.

(d) If your opponent comes to a sitting position, clasp your hands to retain your position of advantage.

(e) If he is on his hands and knees and endeavors to come to his feet, grasp his ankle and straighten out his



Demonstrating the wristlock to come from underneath

leg backward, at the same time straightening his body forward if possible.

(f) If he comes to a sitting position from the knees, grasp his chin with your right hand from the right side, pulling him backward, at the same time grasping and controlling his left arm with your left hand and arm. This is easily brought into a pinning hold.

(g) Hook scissors and body scissors are often used to retain the position of advantage. (These will be explained later.)

(h) Near leg grapevine hold and

further wrist lock combination are very good for keeping the position of advantage.

To regain advantage you must:

Keep your balance.

Know where your center of gravity is.

Keep your legs spread out.

Not keep your body parallel to your opponents, but be at an angle.

Work close to him.

Not open up.

Hold him not with one hold but with a combination.

Counter or block his moves.

Beat him to it.

Use your head.

Want to win.

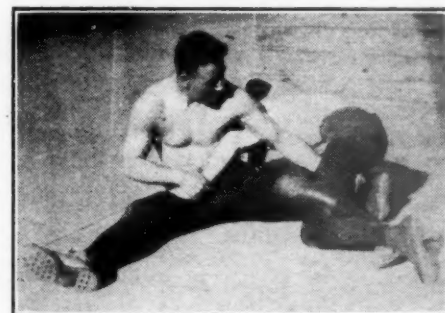
A Few Combinations With Which to Pin Your Man

Foreword

Any hold which does not endanger the life or limb of a competitor is permitted.

The object of any hold or combination must be the pinning of the opponent's shoulders to the mat.

To gain a fall an opponent's shoul-



"The Switch"; getting out from underneath

ders must be held to the mat for three seconds.

There are a thousand holds and combinations and these will vary with the individual using them.

Any hold or maneuver must be practiced till it becomes a habit before it can be successfully used.

A Few Simpler Holds and Combinations for Pinning Opponent's Shoulders to Mat

(Several of these may be demonstrated and practiced by the mass on the gymnasium floor without mats.)

Before going into the combinations proper, a word might be said concerning the half Nelson hold (the double or full Nelson is barred from amateur wrestling). The near half Nelson is used to turn a man's body away from you while the further half Nelson is used for the purpose of turning an opponent's body toward you into a scissors or some other combination.

If you wish to procure a near half

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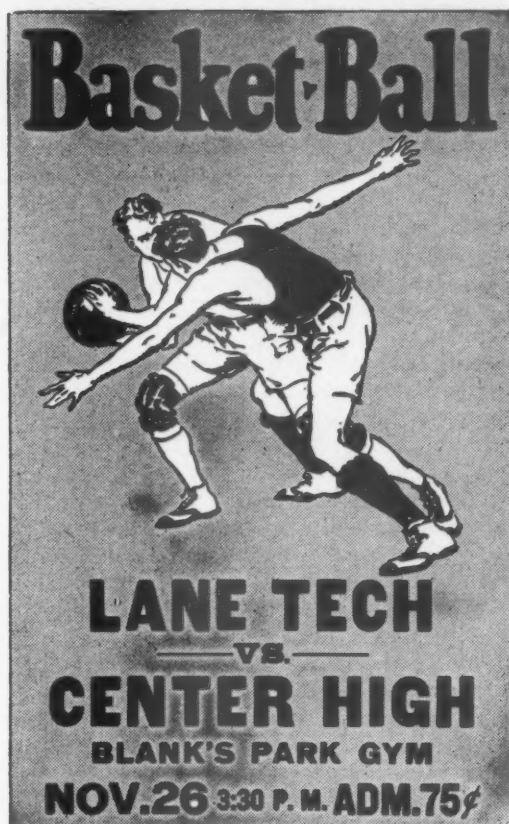
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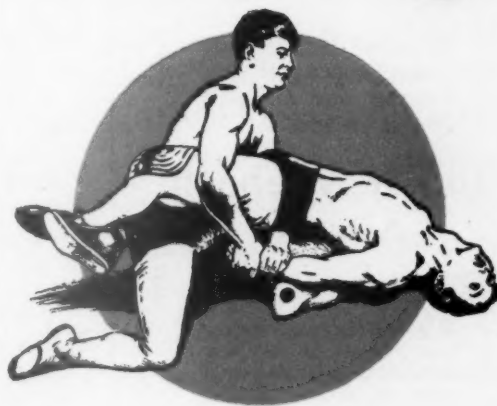
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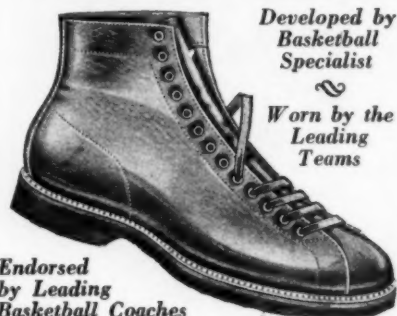
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Nelson, force opponent's head down and forward with left hand and with right hand to get a further half Nelson. If you secure either half Nelson, be sure to place hand well upon the head where more and better leverage is secured.

When using a half Nelson with some other combination, do not retain the hand on the back of the head but force the arm on through and get his head locked in your elbow, with the hand on the shoulder.

If a half Nelson is used with a waist lock or further arm, care must be taken not to permit the chest to pass over his, it should be directly over and on his, using your bodily weight as much as possible at all times. Your opponent is doubly handicapped if he must overcome weight as well as strength and power.

More falls are secured with the more common and simpler holds than the complicated ones; therefore, we are taking up a few of these here.

(a) Near Half Nelson and Waist Lock.

Procure a near half Nelson with your right arm. Your left arm is around opponent's waist as far as possible. As you turn his body with the half Nelson, slightly relax the waist hold, permitting his body to turn—when he is on his back. Of course put the pressure on again, force your right arm on around his neck, locking his head in your elbow; care must be taken not to permit your body to go past his. Your chest is directly over his as soon as he is turned over on his back. Use your head to assist in holding him down; force your head or chin steadily into his chest.

(b) Near Half Nelson and Further Arm.

This is the same combination as the former with the additional feature of holding his further wrist with your free hand.

(c) Half Nelson and Scissors. (Either right or left.)

Procure a further half Nelson with left arm and as you turn your opponent's body in toward you, raise your leg, bringing his waist between your thighs, then clasp your feet in a scissors and squeeze. Loosen up on your left half Nelson and lie across or over his left arm, use both your hands to pull his head toward you, his face is turned away from you.

A scissors, with the pressure across the ribs, is much more effective than one across the waist.

(d) Double Bar Arm. (Start either right or left side.)

Procure a further half Nelson with your left arm, you being on his right side. Force both his arms up above

his shoulders as far as possible. As you are turning his body toward you, use your right hand and arm to force his right arm above his shoulder, bringing his arms together and at the same time forcing your left arm through so that you will be able to grasp his right arm with your left hand, holding and forcing his arms together. Your body should be at right angles to his and on your knees. Force your right shoulder and arm into his left upper arm, assisting in holding his arms together.

This is a very effective pinning hold if executed properly.

(e) Figure Four or Hook Scissors and Arm. (Either right or left side.)

If he is open thrust your right leg under and around his waist, hooking your right foot behind your left knee and your left foot behind your left leg or knee. Keep him straightened out. Take a half Nelson with your left arm in order to turn him on to his shoulders. Once you have him over as far as you desire, get over his left arm and grasp his head with both your hands, being careful to put the pressure continually on with the scissors.

This combination is very effective and may be secured from the cross body ride.

One must learn to use both arms and legs if he wishes to be the most effective wrestler.

(f) Three-quarter Nelson to Body Lock. (May be used either side.)

First procure a near half Nelson with your left arm, reach under your opponent's chest with right arm, grasping your own hands behind his head, and pull his head toward you, turning his body on to his shoulders. Change your three-quarter Nelson to a reverse body lock to hold opponent to mat.

(g) Near half Nelson and Further Leg. (Either side.)

Procure a near half Nelson with right arm. Reach under his body, grasping his further knee or thigh with your left hand, simultaneously turn his body with your half Nelson, and pull his further leg to you, thus turning him on to his shoulders.

Getting Free From Opponent

The last phase and one which by no means is stressed strongly enough is coming out from underneath or getting free from your opponent.

Many wrestlers are exceptionally good at the other phases of the game but weak here. This is one of the most important angles of the mat sport, for it is possible according to the rules to win or lose by fall or decision under the amateur rules, while in the professional game it does

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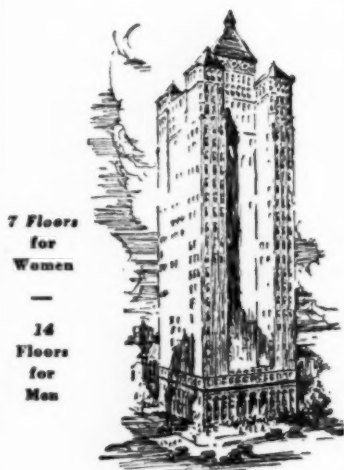
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not matter how long a contestant is underneath; he may still win the bout.

There are a goodly number of methods used to come out from underneath, but space will permit only a few to be taken up here. As in the other phases of wrestling, the individual's characteristics will determine just what is or is not applicable to his style of working; one individual uses the scissors or the wrist lock quite successfully, while another falls flat with them. No two styles or methods are used alike by different persons. Wrestling, like golf, is an individual sport, and each man must know his own good and bad points; he must know and study himself in order to get the most out of the game.

Once an opponent gets behind, you must start immediately to endeavor to get away, for every second you stay underneath is counted against you under the amateur rules. Of course, the better plan would be not to permit him to see your back; but that cannot always be done.

If your opponent gets behind, work close to the mat, that is, don't stay open, thus permitting him to secure pinning holes. At your first opportunity:

(a) Use a double wrist lock to get away (either side). Place your right arm over and around your opponent's right arm, at the same time grasping his right wrist with your left hand and your left wrist with your right hand. Come down on to your left shoulder, turning your body and forcing his locked right arm back and thus turning him over on to his back.

(While you are underneath and starting your wrist lock, your right leg should be placed over his right leg in order to keep him from coming around to the front to prevent the wrist lock being forced.)

Retain the wrist lock—hold all the way through the movement and even after he is on his shoulders. Scissor his other arm near the shoulder to hold his shoulders to the mat.

(b) Use a switch to get away when your opponent has both arms around your waist. First come to sitting position and switch or turn to either side and go behind. Bear down on his upper arm and shoulder; this pressure forces your man to give or lose his position. This movement requires long and ardent practice but when once mastered it is a most effective weapon for freeing one's self.

(c) Use a side roll (either side) to get away. Your opponent is behind you with a waist lock. When he is off balance, grasp his right wrist with your left hand, pulling his arm in and

around your waist farther. At the same time place your right arm over his right elbow and with these two holds pull him under you. As you give his arm a sudden jerk, switch your legs and body across his body. Pin him with a half Nelson and body, half Nelson and further arm, half Nelson and further leg, half Nelson and crotch, or wrist lock on one side and arm scissors on the other.

(d) Come to the sitting position and suddenly turn to the side at the same time breaking his arm or hand grip. This is more effective if the shoulders are dropped close to mat upon turning—continued motion is essential here.

(e) Come to the standing position and execute a forward roll to get away, or grasp his leg and pull it up, or suddenly turn to face him, or take a wrist lock from the standing position or raise both arms above your shoulders and drop to your knees and turn.

Use of Legs

The wrestler who uses his legs, whether on offense or defense, is by far a hundred per cent more efficient than the one who simply uses his arms.

One has so much more strength, stamina and endurance in his legs and thighs than in his arms, that he should put them to use. Every movement that is executed with the arms is possible with the legs. If a defensive man knows he must watch both legs and arms, he realizes he must be "on his toes" every second—and he knows, too, he has twice as much to be careful of and counteract.

While on defense, many a possible hold is blocked by use of the legs, and certainly the legs are most useful on offense with the body scissors, head scissors and arm scissors.

In closing, permit us to say that wrestling is one of the greatest builders of men the sport world possesses. It is a wonderful recreation and diversion for the sedentary individual.

It instills in the youth these qualities that make him want to be a winner not only in athletics but in the greater things of life.

It affords an exciting and wonderful show for the spectator.

It is the best body and health builder we have, and, once an individual becomes adept at the game, he is fascinated for life with it. He knows and appreciates the value of health, strength and a good physique, and will wrestle to retain these factors all the days of his life. Wrestling should be required and stressed in the physical education program of every school and college in the country.

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Hurling Ideas for the Athlete to Catch and Hold

By Harold E. Barron

Trainer and Track Coach, Georgia Tech, Atlanta

Advertising technique in the training room of The Golden Tornado

IN the shower room at Georgia Tech was a placard, "Which would you rather wear, the shin guard or the crutch?" Beside this card hung a shin guard and a crutch. The training room staff had become impatient with repeating, to injured athletes, "You should have put on a guard the first time you were hurt." They had become resentful over having to treat an injury that had received "several licks on the same spot."

A player pictured running with the ball and calling, "Hey, Manager, bring me a shin guard," was displayed. It was intended to help persuade the athlete that after only a little damage had been done, he might prevent serious injury by simply calling for protection. He was further advised that "A few seconds to get protection after the first lick might keep your legs up and at 'em, instead of reposing on the training room table." The staff disliked the longer period of attention to an injury made necessary by delay in reporting it.

"Charley-Horse Number One, Improperly Treated Because Not Reported Until The Next Day," was the headline over a cartoon of a horse, weeping as an abused horse might weep if he could. Then followed the explanation of the importance of reporting, immediately after practice, the "hard, unexpected blow on the legs, received when the muscles were relaxed." The proper treatment of that Charley-horse stiffness of the thigh muscle was pointed out.

Coach Alexander had suggested that knee injuries, during scrimmage, would be less frequent if the players stood and ran with the knees slightly bent. An illustrated sheet entitled, "Your Knees, How To Keep Them On The Job," explained this safer way to stand.

"The Little Blow With The Big Wallop" was the headline intended to entice the athletes to read that, "The cool breeze that merely wafts against the back of your neck, may bring on a damaging cold that will put you in worse shape than a hard lick on the legs. The blow that causes a tight, hard muscle is restricted to one area.

THE JOURNAL has from time to time requested its readers to send in items of interest to other coaches. Mr. Barron sends some interesting information regarding the unique method at Georgia Tech of getting the men on the athletic teams to observe the fundamental principles of treatment of injuries.

The cold that catches you, takes you down all over. The Charley shrivels up a little every day; the cold is more likely to grow stronger with age." Instructions were then given as to the best way to avoid a cold, followed by treatment suggested to keep a cold from gaining an advantage.

"Are You Cultivating Strawberries Or Weeding Them Out?" This card pictured a football player hoeing in a garden. The copy was "That pink little burn that you received when you slid on your elbow and the little gash on the face or hands will be treated differently when you are in athletic garb than when you hand in your suit to become a sheik."

The athletes were told that, "The wise bird in the athletic pads will paint his wound with a little red (Mercurchrome) and then smear it with a little white (Zinc Oxide). The wound will stay soft and pliable but it will continue to heal slowly for keeps."

Self-satisfaction and swelled heads on the varsity squad were kept down by Coach Alexander in his own polished but determined manner. The army of managers and scrubs who might nurse an exaggerated opinion of the team's prowess was offered an especial deflating article.

This was the adaptation of Bruce Barton's article, "Which Knew Not Joseph." It was changed to read, "A New Day Which Knew Not Yesterday." An illustration of a cherub lighting a lamp served in the layout. The copy was, "You think that you have won big games and therefore your task is done. I tell you that over-

night a New World has been born that has never heard of you. A little slackening of effort, a little moment of self-satisfaction and all the momentum gained by a year's work is lost.

"For the World moves faster today than ever before in its history. And even the very instant of your self-content the silence is shattered by the trampling of New Feet.

"Behold, another generation has come, a New King who knows no precedents, in whose experience nothing is fixed. A King in whose sight Yesterday has been cold a Thousand Years and in whose sight is seen so intensely an enemy defeat that it is already almost a fact."

"It Might Happen To The Other Fellow, But It Will Not Happen To Us," was the headline that overtopped a cartoon of a famous Eastern team falling in defeat before a smaller college. The copy expressed the fact that "The greatest cause of accidents," according to a chemistry professor, "is the belief held by people that trouble will strike the other fellow, while we can take a chance and misfortune will pass us by."

A Simmons Company illustration concerning sleep with a headline, "Ten Days Away Lurks Death" was used and underneath the headline was, "Ten Days Away Lurks Defeat" to be followed by, "We change one word and the advertisement becomes a warning to all Georgia Tech. Defeat—and how like Death it would be—will surely come if we succumb to the menace of Self-content that has brought Disaster to teams just as good as Georgia Tech."

During the time of all the stories emanating from the home of the University of Georgia about the ravages of the flu epidemic, the following appeared: The headline was "Smoke Screen" and a red-jerseyed Georgian was shown crossing the goal line saying to his opponents and would-be tacklers, "Be easy on me, boys, I have the flu." Under the cartoon the copy was, "Every 'light cold' in Athens is added to the 'flu through Georgia ranks' to better enable their sport

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THE ATHLETIC SUPPLY CO., Inc.

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writers to tell how 'Georgia Flew Through Georgia Tech.'"

The results as noted in and around the training room seemed to be that shin guards became popular, Charley-horse treatments were started the day the injuries were received, cuts were presented for a dab of iodine or mercurochrome and most of the bruises received the hot water treatment on time.

Only the surface has been scratched, compared to what might be accomplished with this technique. Other cards not described pertained to self-discipline in regard to class work and one to attention to the instructor during lectures. Show card colors were used and flat lettering pens made the work more attractive.

It seems that the technique is really that of selling ideas to college youth. The person who would try to influence these young men must overcome the obstacles that block the way. Try to preach and you and your cards will probably be greeted with yawns. You must talk to the athlete in his own language. He must feel your hand on his shoulder, as it were, as a comrade and your words must bespeak sincere friendship. You are competing with movie signs, sporting headlines and stories and the commodities of the commercial world. Your signs must be as catchy as theirs and offer something that the student feels that he can use. You must say what you have to say and having done that, you must stop.

THE ATHLETIC JOURNAL is this year regularly receiving the publications and news letters sent out by the various high school state secretaries to the members of their associations. From time to time we plan to select such general news items as may be of interest to our readers.

SCHOLARSHIP and athletics are given equal emphasis by The Virginia High School Literary and Athletic League in the attractive year book recently published. Walter C. Chapman, of the Extension Division of the University of Virginia, is executive secretary of the League.

HIGH schools of New York are making an earnest effort to find a workable plan for the administration of their General Regulation No. 1. The object of this regulation is to shift the responsibility from the coach to the players. The bulletin of the New York State Public High School Athletic Association for September contains arrangements made by a basketball and a football committee.

THE holiday season for Illinois basketball players and coaches was one of unusual activity. Tournaments were scheduled to take place at Pontiac, Athens, Hoopeston, Greenview, Peoria, Yates City, Wilmington and Bunker Hill. The tournament at Athens was of the mass play type based on a point system. Thirty men from each school were divided into three teams, each team playing three games. This is another indication of the popularity of the idea of athletics for all. The tournament at Yates City was played in the new \$25,000 gymnasium.

NIGHT football is spreading to the high schools of Illinois, according to the *Illinois High School Athlete*, the official organ of the Illinois High School Athletic Association. The following extract is from the November issue.

"From down in Westville, where Principal Guin and Coach Miller have held forth for several years, comes an innovation in Illinois football. Recently the football team from Westville met the one from Milford in a game called at eight o'clock at night.

"It is probable that this was the first night high school game in the Middle West. The field was flooded with twenty-eight lights of one thousand watts each, distributed along the side and end lines. A white ball was used. The crowd of 4,000 fans contained representatives from cities scores of miles away. Throughout the contest players and spectators were able to follow the ball fairly well. The game was hard fought and exciting and the Westville authorities were well pleased with the results of their experiment."

More concerning this interesting innovation was published in the December number of the same magazine.

"It looks as though Westville started the proverbial ball down the snow covered hillside when they initiated night football. At least six games have been brought to the attention of *The Athlete* this fall and many other schools have intimated that next fall they will try it.

"Leo Changnon at Lodi has extended the floodlights to track work. Most school men are ready to agree that most any plan that will increase interest in track events will be a boon to athletics."

E. S. SIMONDS, superintendent of schools at Pittsfield, Illinois, has devised a unique blank that provides for the complete athletic record of a student.

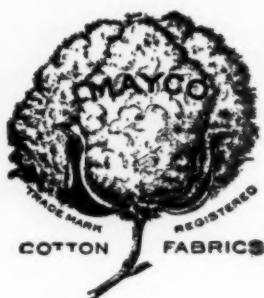
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Basketball Officiating

By Stanley S. Feezle

IF a basketball official can leave the floor after a game believing that he has called every foul just as he has seen it, he should be perfectly satisfied with himself. Too many officials try to please the coaches. This should never be the case. There is only one person to satisfy in basketball officiating and that is yourself. Anytime an official goes on the floor with the idea of hoping to please both coaches because he is hoping for games next year, he is sure not to work his best game. The official must realize that most coaches are not themselves during a game. They may be dissatisfied at some decision during the heat of the battle, but after the contest is over they are all broad-minded and ready to acknowledge any mistake.

Consistency is one of the requisites in good basketball officiating. It is far better to work a fairly good game every night than to work a fine game one night and then look bad another time. Consistency is even more desirable in the halves of a game. It is tragic to have a good half of a game and then be completely off form in the other half of the contest. Coaches want the official that they can count on any night in the week.

The official is the judge. It is up to him to make the decisions while on the floor. A basketball official is not hired particularly for the rules he knows, but more for his judgment while the game is in progress. If the official's judgment is good, he will not have to worry about any troubles that might arise. Some officials are too officious, however. This should be avoided by all means. If an official will have personality on the floor and call every decision just as he sees it regardless of the outcome, every coach will have a place for him on his schedule the following year.

The toss ball is one of the biggest problems that confronts the official. No false moves should ever be made in tossing the ball. It is better that the ball be tossed too high than not high enough. The official should always make sure that the jumpers are ready to jump whether at the center circle or at other places on the floor. One of the biggest tasks is for the official to get out of the way after a jump ball without being hit by charging in forwards and guards eager for the tip-off. An official may ruin a play by stepping back into the path of the player. There is but one

place for the official to get after the toss and that is behind either of the jumpers. This can easily be perfected with a little practice. Toss and step at the same time is the solution for this problem. It requires but one step to get in back of either center. Regardless of how well you toss the ball, you are going to find that some player will jump too soon and make the play appear sloppy. Probably the best way to remedy this is to see that both players are ready for the jump. Then say "ready" and then toss. This is all done in a sort of one-two rhythm, "ready" coming on one, and the toss on two. The players will get this rhythm and the jump will be much easier.

The out-of-bounds is another big point in officiating. From observing many games this season, it is apparent that it is easy for the official to call a toss ball in place of giving the out-of-bounds to the deserving team. Coaches would much rather that an official would give the ball to the wrong team out of bounds than have a toss ball continually throughout the contest. This mistake is made under the basket more than at any other place on the floor. This is due to the fact that both officials are behind the play instead of one official being ahead of the play. On a toss ball at center, the umpire should always break for the end of the floor of the team that has possession of the ball. If this practice is carried out, out-of-bounds plays may be called more easily. Basketball officiating now calls for two referees. It used to be that everything rested on the referee, but now both officials are held responsible. Therefore, teamwork, between the referee and umpire is a big factor in good officiating of the game.

Doubtlessly the most discussed foul is the dribble charging. No doubt most officials have done a good job in calling the dribbler for charging in the past few years. This foul is, however, a difficult one for the spectator to understand. The average basketball fan thinks that the foul should be called on the guard. Many forwards get too close to a guard before pivoting and in trying to deflect, brush the guard who is stationary and consequently the forward fouls. Most dribblers, in making an intentional foul, lower their shoulder going in to a guard, thereby making it easy for an official to call the foul. This

doesn't mean, however, that a guard can jump in front of a dribbler moving fast down the floor (say three feet), so the dribbler hasn't time to change direction. The foul in this case is on the guard providing there is body contact. Officials give the forwards a little leeway on going under the basket and while in the air unprotected in brushing a guard unintentionally. This doesn't mean, however, that this forward can charge this guard in any way.

Traveling in the back court is not called as much as it should be. Guards in taking the ball off the bank board travel quite a bit to get loose from forwards fighting for a held ball under their own basket. These guards should be called in the back court the same as in any other place. This is giving the guards a big break. I have seen guards a number of times take the ball off the bank board, then take three steps, jump in the air and get away a clean pass. Another unfortunate time that traveling is not called is when a forward feints in one direction, leading a guard off balance, and then takes three steps around the guard and dribbles in for the shot. It generally happens that a guard regains balance in time to foul the dribbler just as the three steps carry him by. We then call the foul on the guard. If we had called the forward for traveling as we should, the guard would not have had to commit the foul. These are the two most important places to watch for traveling.

THE Kansas State High School Athletic Association has begun the practice followed by many of the other progressive state high school associations of issuing a bulletin each month. E. A. Thomas is executive secretary with offices at Topeka.

THE constitution of the Kentucky High School Athletic Association provides that both boys' and girls' basketball tournaments be played under intercollegiate boys' rules.

DR. ALLEN G. IRELAND, formerly director of the Division of Physical Education and Health of Connecticut, has recently assumed similar duties with the State Department of New Jersey.

A FIELD DAY for coaches of Nebraska was sponsored by authorities of the state university during December. Coach Ernest H. Bearg of Nebraska was one of the speakers. Walter I. Black is secretary of the High School Athletic Association.



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Speed Skating Technique

Geo. W. Martin,

Sports Director, Lake Placid Club, N. Y.

THE subject of speed skating is one on which very little has been written and to which little attention has been paid in our colleges and high schools. Competent coaches are few and the sport is regarded by them largely as a side line. Champions have achieved their laurels mostly through their own inborn ability, coupled with what they could learn from fellow skaters. Little has been done with a likely appearing but inexperienced man in developing and coaching him as is done in track, swimming, rowing and other speed events. He has had to shift for himself often without guidance even in the most fundamental phases of the sport. This article sets forth some of the basic principles of speed skating as applied by many of the best racers.

The physical factors which spell success in speed skating are largely comparable to other athletic events. Muscular coordination, often referred to as grace and signifying greatest apparent lack of effort, is beyond doubt the most important single physical factor in winning skating races. Speed, strength and endurance are of course very important and must not be neglected in a training program.

In studying past champions one would come to the conclusion that the man of average height and from 145 to 165 pounds in weight has the more advantageous build for speed skating. The short fellow lacks the necessary length of stroke and the tall man is handicapped on curves. However, just as we find the unusual case in a six footer doing difficult gymnastic stunts so the exception may crop up occasionally in the skating field.

Skating presents one difficulty which we find in few sports and the skater's intelligence and experience are taxed. He has to deal with an unknown quantity, i.e., the condition and speed of the ice which makes it rather difficult for him to gauge his speed and endurance accurately as does a well-coached swimmer or runner. This plays an important part in strategy as is discussed below. It is of interest in illustrating this point to call attention to the ten thousand meter race at the last Olympics in St. Moritz. The International skating rules prescribe that only two men race at one time. The times of six heats skated at intervals of about

twenty minutes averaged each successively thirty seconds slower. The continued rise in temperature finally forced the event to be called off.

To one who is accustomed to figure or hockey skates, the longer racing skates will present a new problem in coordination. The feel of speed skates because of their length is different. On shorter skates one seems to push off with the instep or the whole sole, whereas with racing skates the effort appears to be more in the ball of the foot. Striving for this feeling may aid one unfamiliar with speed skates.

Skating on the straight-away is the simplest part of the course, but even here a smooth action will save strength. The propelling power comes from the push-off with the rear leg. Flexed hip, knee and ankle joints in extending exert a final shove with the ball of the foot. With every stroke a slight shift of the body from the point of balance is necessary. Therefore tracks left by a skater are not directly forward, but rather obliquely forward and outward. The more force put into skating the more the body must sway and the longer will be the diagonal outward pointing tracks. At the start of each stroke the weight is practically directly over the skate, but almost at once the body is leaned toward the inside, and is followed by the final shove with the foot. An important point to bear in mind is that a skater working hard on a straight-away needs a lane about three times as wide as does a runner.

A distinct bend at the hips with a rather straight back is the form to be recommended. The upper body is at an angle of between five and forty-five degrees, depending on the individual and the speed at which he is going. The bend should be a natural one and without artificiality. One advantage of the bent body is lowering of wind resistance. The other and more important reason for assuming such a crouched position is to enable the upper leg muscles to act more forcefully by a more advantageous leverage of the muscles attaching to the lower back. At each push-off as the leg is extended it will form practically a straight line with the bent body. The forward position of the trunk also helps to balance the extended rear leg with minimum effort.

Curves are an unfortunate necessity of the skating track. Many skaters

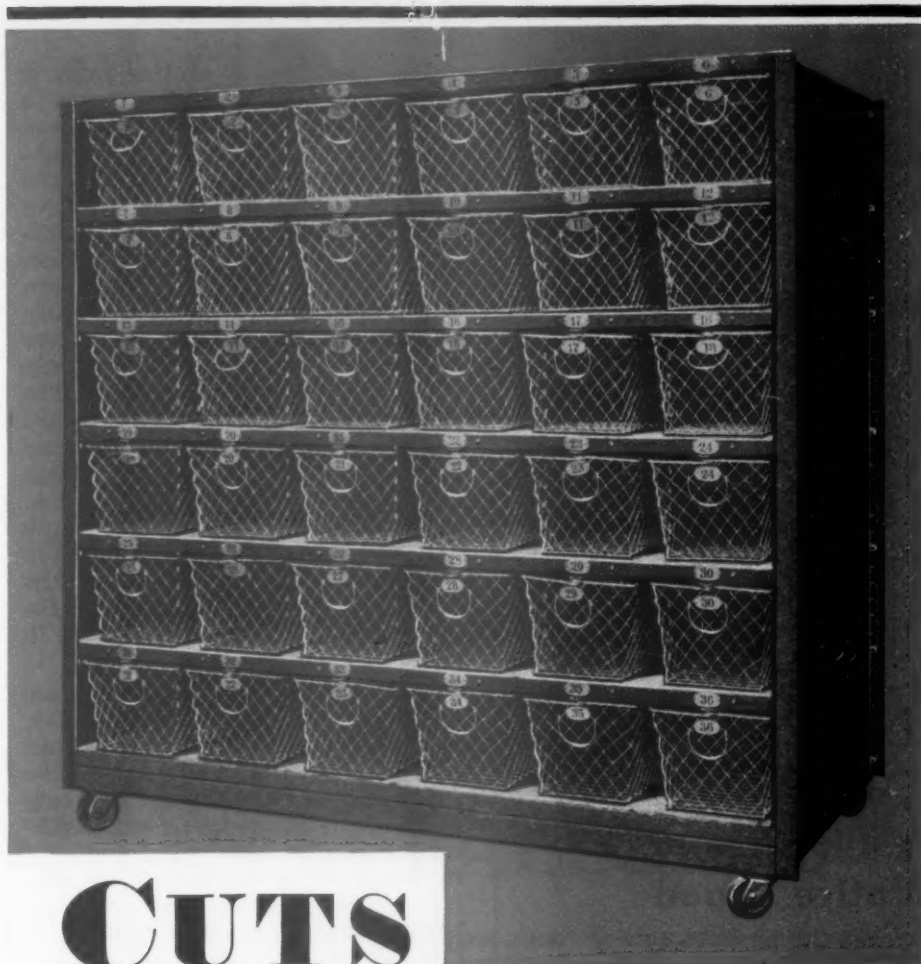
may disagree with this statement, especially if curves happen to be their long suit. However, in considering the sport as a whole curves offer difficulties not only to skaters, but to the officials as well, and they have a strong bearing on the sport in the eyes of the public by influencing the style of the races.

The technique involved in skating curves is quite different from the straight-away. Body swaying is entirely eliminated and the tracks of the skates very nearly parallel the pole, with the result that only a comparatively narrow lane is required. The strength spent on turns of fairly large radii nets much more mechanical efficiency than straight forward skating. The center of gravity scarcely wavers. The principle of locomotion as described for the straight-away still remains the same and the body must lean well to the inside. To obtain maximum efficiency the skater must not bend sideways at the hips or back.

As everyone knows the right foot crosses the left on curves. But this should not be done until the body has lost its balance to the inside. A fault to be avoided is changing strokes from right to left before the body is just at the right angle. Correct timing comes with experience but conscious effort to attain this may avoid a not common fault. The same principle holds true in changing back to the left foot, but a more secure feeling here enables the average skater to quite naturally coordinate his body balance with the placing of the skate on the ice.

On curves as on the straight-away, use is made of the final push-off with the skate at the end of the stroke. This act with the right foot is much the same on the curve as on the straight-away. The left foot, however, calls for the use of a different set of muscles, is rather awkward, and is often not fully mastered by even good skaters. A final push-off after each stroke is essential with the left foot as it is with the right. The outer edge of the skate must be used and the leaning of the body will aid in effecting this. Maximum use of the inside leg on curves is probably the most important single phase of curve technique. Running on the turns is not to be advocated although one occasionally sees this type of skating.

Where rinks of short radii curves are used, it may be impossible to continue a skating stroke if great speed is attained on the straight-away. In such a case the skater is often forced to coast around the first half of the curve on two skates while on the latter half he may give a couple of strokes with his right leg without lift-



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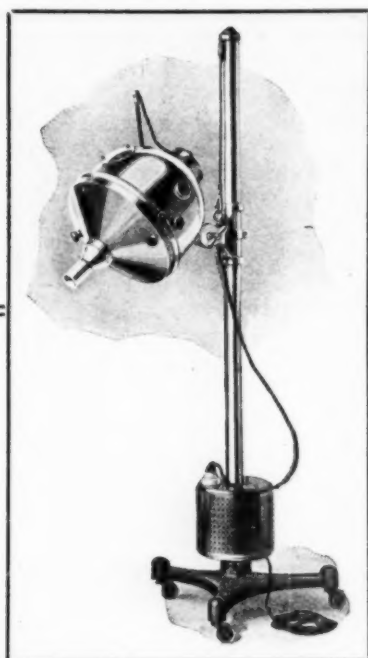
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ing the left or either skate from the ice.

The start used in skating races is based on the principle of the crouch in track. The average right-handed man will assume a stance with the right skate to the rear and almost at right angles to the track. His left foot will be in front with the skate pointing slightly to the right of the forward direction. The distance between the heels should be in a comfortable relationship. It is difficult to give actual measurements which greatly vary with different individuals. The body must be leaning well forward with the head pointing forward and the eyes on the track. The left arm is extended forward and the right arm to the rear. The weight is mostly on the bent rear leg so that re-distribution of weight is not necessary on the start. The extended position of the arms helps to balance the skater in his starting position.

At the sound of the starter's gun, the right foot pushes off forcefully, crossing the left on the first step. An upward jump is to be avoided and the push-off should be forward and only very slightly upward. Smooth action exerted in the right direction should be practiced in starting. The first few strokes resemble half running, half skating action. The first two or three should be rather short, and not more than three or four of these transition strokes should be taken, as they require more exertion than true skating does and gain less speed after momentum has been obtained.

To those wishing to make a success of speed skating a few words on pre-season training may be in order. To win in any athletic event good physical condition is most necessary and every sport requires attention to certain muscle groups or certain coordinations different from other sports. Running will develop the wind as well as the legs. In addition a skater should develop his back, especially the lower back muscles by various gymnasium activities. Suppleness in the leg and hip muscles should also be sought and worked for through stretching exercises. During a thaw these exercises may be continued.

Breathing in a race on a cold day must be done so as to avoid great draughts of cold air going into the lungs at once. If a man has open nasal passages he should be able to get enough air through his nose. If necessary to obtain supplementary air through his mouth it should be taken in gradually, possibly using a handkerchief between the teeth as additional protection from the cold.

Skating races fall into two general

classes, the half mile and shorter races which resolve themselves into sprints and those over half a mile which usually terminate in a sprint. The leading position in shorter races is fought for from the very start and since most tracks are six or eight laps the men will reach the first curve practically in line. It is in these distances that the man with a very quick start has a tremendous advantage. When everyone seeks the lead unintentional tripping and elbowing are quite apt to occur and only the front man is safe from being fouled. To avoid the jam on the first curve is an important factor in winning. Needless to say, the pole position is the most advantageous.

A man cannot put forth a continuous maximum effort for half a mile and circumstances will determine at which part of the race he should save himself. If he is able to take the lead from the very start and knows his competitors, he should try to maintain the pace. The curves are the logical place for a momentary relaxation if a man is not pushed. Certainly the last half lap should be skated with the greatest effort as it is often in the last few yards on the straight-away that races are won or lost.

In the longer races the field of skaters strings out from the very start and the leading position is avoided. Most men prefer to take second place leaving to the leader's judgment the setting of the pace and the mental strain that accompanies it. Many men are able to follow better than to lead and can do what the leader is doing with less effort. If it were not for varying conditions of ice the situation might be different, but this unknown factor is hazardous. The man following a leader in a race probably benefits slightly by having the wind broken for him but no doubt the psychology of "heeling" a man until near the end plays its important part. It was by following Bernt Evensen's pace at the last Olympics that the American, Irving Jaffee, won his heat in the ten thousand meter race, beating the Norwegian in the final sprint by one tenth of a second.

It is a good plan to keep second place but the referee has the right to order anyone in the field to take the lead for one lap. For fear of being called upon to take the pace during the latter part of the race, when it might be to his disadvantage, a smart skater will try to get his pace lap in early. However, even in a race where no loafing is done a final sprint will terminate the event. Generally speaking, on a six lap track the sprint will start on a curve one and one-fourth to two and one-half laps before the

finish in a mile or longer race. More races are lost by starting the final sprint too soon rather than too late. It is impossible to say at what exact spot it is best for an individual to begin sprinting. It will depend on his earlier pace, and his ability to judge his reserve. It is unlikely that he will begin his sprint at the same point in every race of similar length since ice conditions differ so radically due to the weather. Wind is another factor with which to reckon, for more is lost going against it than is gained by going with it. It is plain that experience and judgment play an important part in winning a skating race.

Passing in a skating race requires close timing and head work. The rules necessarily allow the man ahead plenty of protection so that cutting in is not permitted in a manner which would hinder him. Offhand, it might appear that the curve is the place to pass, since less lateral space is required. A man exceptionally clever is able to overtake others on turns but the average skater has more success on the straight-away. One should begin the effort for greater momentum when about half way around a turn, gaining on the man ahead but not actually passing him until the straight-away is reached. This method utilizes the greater efficiency of skating on the turn and avoids covering the larger arc necessary in passing a competitor on the curve.

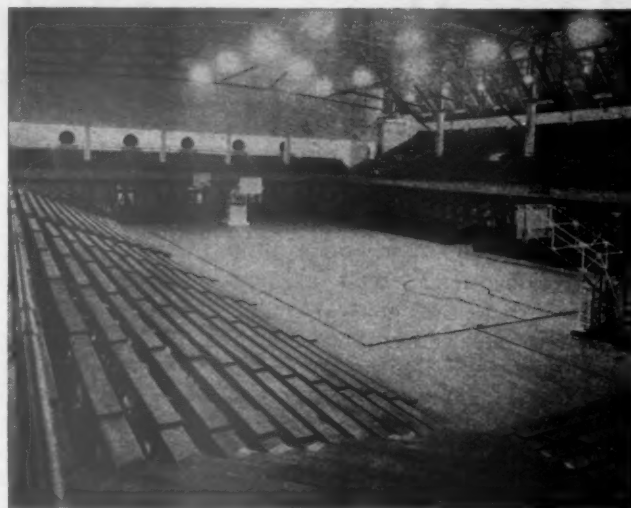
What has been said about strategy above merely covers the high spots. Much more might be written on speed skating than is given in this article which has merely set forth the most apparent and important generalities. In any event it is certain that a successful speed skater must have brain as well as brawn.

THE state indoor track and field meet for Ohio high schools will be held at St. Xavier College, Cincinnati, March 8th and 9th, sponsored by the Public Recreation Commission of Cincinnati.

A NUMBER of basketball rules interpretation meetings, sponsored by the Oklahoma High School Athletic Association, will be held this month in various parts of the state.

AT a meeting held at Mitchell in November, the Board of Control of the South Dakota High School Athletic Association, was requested to continue the uniform awards for tournaments directly sponsored by the Association. Bronze plaques were the selections for all school awards.

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The Present Status of Athletics and Physical Education

By George E. Cooper

JUST what do we mean by physical Education? It is unfortunate, that the general public thinks of physical education, as having to do, primarily, with formal calisthenics and gymnastics. However, the truth of the matter is that the student of physical education is being trained in all of our progressive institutions today, along *other* lines, than the "days order," and with material more related to LIVING, than "Giant Swings" and waltz series. The educational administrator is asking for and demanding a more functional program and a less stereotyped teacher.

A good program of physical education should aim to provide an opportunity for the individual to act in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound. It is obvious that general education would be more acceptable as a program of child nurture, if greater emphasis were placed upon physical and social values. These aims can be realized only in a well organized department of physical education. Now I want to "take time out" to emphasize the fact of a *WELL ORGANIZED* department. Such a department has all forms of athletics—both an inter-collegiate and intramural program.

Here in Colorado at the state colleges, we have these well organized departments of physical education. At the State Teachers College we took the initiative and placed all of the athletics as well as physical education in one department, directly under the administration of the college. The president then in turn placed all of the activities under a director of the department of athletics and physical education. The president also appointed a board of athletic control to act in an advisory capacity to the director. We are more than pleased with the results. A number of the other colleges of the state have followed this lead, and they, too, are pleased with the change. At the Teachers College, we have rather a unique situation, in that we are training young fellows to go out into the field, and put into practice the theories we are teaching them. This has been an inspiration. As a result, we have branched out, until now we have a program which reaches every student,

without sacrificing in the least any of our enthusiasm or energy for inter-collegiate athletics, as our competition in the various sports will clearly show. The adoption of such a policy has enabled us to justify the employment of a head coach for each of the major sports. We use these men in their off-seasons to assist with the other sports and activities of the department, besides teaching a theory course in their particular sports.

To administer properly a department of physical education, it is very necessary that it be done with a full knowledge of the theory and practice of the principles of education and educational psychology. In other words, one must be a trained educator, whether one is teaching football, health habits, corrective work, or the values of all the various vitamins. Whatever the subject or activity the interest must be held and the right mental attitudes developed and fixed. One is led to ask oneself the question, "What does education mean?" We are told over and over again, that the word is derived from the Latin, and that it means to "lead out." Instruction means to deal out, facts or information. It is my firm belief, we have too many *instructors* and entirely too few *educators*.

The old feud between the physical director and the athletic coach still exists, but the intensity is not so great as it once was, because each has a much better appreciation of the work of the other; and then too, the real educational leaders of today, are demanding something more of their coach, than to have been an "All-American" or "All-Conference" quarterback. He must have the right background as well as the correct forward outlook. The day is rapidly passing when the real educator selects his physical education or coaching staff *solely* upon their ability to win contests. The *REAL* educators have finally awakened to the fact that something else besides fundamentals of the game are taught on the field and in the gymnasium. We have long since relegated to the appendix, many, many items which were formerly taught as fundamental to the cause; and since modern science has proved that we can get along without our appendix—Let's cut it out.

The modern administrator of education is demanding that all of his staff be concerned with something *MORE* than giving out information—they must commit themselves to the task of developing moral qualities in the boys and girls of today—those, who tomorrow will be entrusted with the responsibilities of society. This new conception of the entire field of education is of prime importance to every athletic coach, because he has an unexcelled opportunity through the medium of athletics, to contribute to the moral education of the schools of the nation. This is an age of *tests* in the educational world, but the many and varied intelligence tests do not measure certain moral qualities, which have been proved to be necessary qualities of success. In fact it is doubtless true that many of the criminals in the penitentiaries, many disloyal Americans, and many of our undesirable citizens are capable of passing satisfactory mental tests. Some very much worth while qualities, which are not stressed in the intelligence tests may be emphasized in our athletic training. Some of these attributes of life are, courage, respect for authority, co-operation, unselfishness, loyalty, devotion to a cause, respect for law (the rules of the game), fair-mindedness and sportsmanship. The athletic coach has a far better chance to place a premium on these elements of human nature on the athletic field, than has any other instructor in the class-room. This is true not only because of the character of his work, but further because his pupils exemplify the lessons which they have learned, before the other students and before the public as well.

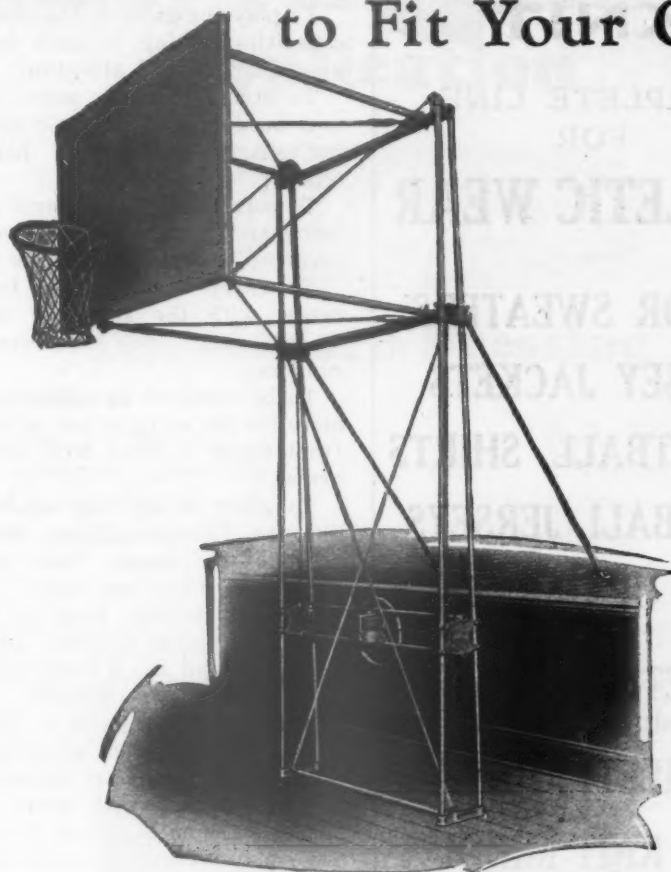
There is a consensus of opinion today that physical education should be a definite part of a complete educational program; and that inter-collegiate athletics should be a definite part of that program. But there are still at every institution of learning some teachers who look upon physical education, and especially athletic sports with great suspicion and consider it all a great waste of time and effort. Some are under the impression that the sole purpose and object of physical education is to develop the physical possibilities of the individual. We *must tell* these folks that physical edu-

cation *proposes to, aims to, and does* improve the physical, mental, moral and social side of the individual. Athletics are the glory of our American colleges. They constitute a broad purifying stream, flowing about the youth of the nation. They *rescue* the college lad from the weak indolences of the flesh, and constitute a character building *disciplinary* agent during youthful years when the control of higher authority, to put it mildly, is not of the strictest. In a college curriculum that has many aspects, athletics in general stand out as the *pre-eminent positive* agent for better citizenship and manhood.

All educators who have given attention to curriculum construction, are of one accord—Athletics, *properly administered*, is one of the most important phases of a department of physical education. Quoting former President Jones of the University of Missouri, "I would rather have a nice safe job with a crowbar ramming dynamite down drill holes in a quarry, than be the president of a university which has no athletic teams. The spirit general among the students and alumni because of inter collegiate athletics, creates a solidarity absolutely essential to the welfare of an institution of learning; without the safety valve of athletics, a university man can be compared only to a steam engine without such a device."

It has been said, "Our athletics provide the highest social code of the age." Who shall deny that this is true? and this being true, we can look forward to the time when athletics will no longer be considered as extra-curricular activity, but will be given its rightful place on the academic program. By that time all educators will have accepted the point of view, that the purpose of the school and college is to train for *citizenship*; and the present day humanities will be considered of equal importance with the *humanism* of the classics. By that time it will have been generally shown that athletics may be used as a medium for developing qualities of *characters*, that are just as important, in the race of life, as intellectual attainments. Today it is encouraging to find more and more people realizing the tremendous value of Inter-collegiate athletics, when used as a medium for teaching young men, *how to play together, live together, and work together*. And very few of us, who really think the matter through carefully, will *deny* the great value of the various forms of athletics, in teaching *self-control, judgment, rapidity of thought, power of decision* under stress team play,

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Here is an Athletic Code of Ethics, which might well be used:

As an Athlete I am determined:

To play the game to the limit of my capacities, giving to each detail the greatest care and attention;

To strive to carry *more* than my own burden, to do a little more than my share, not seeking help from others;

To correct my faults, ever eager to learn and improve, never seeking to cover up or conceal mistakes made;

To carry the fight to the opponents, with the spirit of the "Old Guard," that *dies* but *never* surrenders;

To be unselfish in endeavor, caring more for the satisfaction, which comes from doing a thing *well*, than from praise.

To glory in fighting against odds, like the Lacedaemonians who never asked of the enemy, "*how many* are there, but *where* are they?"

To hate an alibi, knowing that the man who makes excuses, admits his weakness, and has a dwarfed soul.

To rise above obstacles, to fight harder when the game is going the other way than when winning.

To fight with an unconquerable spirit, realizing with every act the "*deed* is the measure of the man."

To play according to the letter and the spirit of the rules, scorning an unfair advantage over an opponent.

To be undismayed by defeat, but with a will hardened by adversity, seek to learn the cause of the failure.

To be unspoiled by victories, realizing that brave men are softened by success, rather than by defeat.

To give the best that's in me to the end, that I may be a *better student*, a *better citizen*, a *better man*.

Sportsmanship today of the athletes in our best schools and colleges is of a high order. It is true that in some institutions the players bark at the officials, whenever penalties are imposed against their teams, and fail to observe the football code as regards their attitude toward their opponents. These institutions are in the minority, however, and will soon learn the meaning of sportsmanship, *OR* the self-respecting institutions will not schedule games with them and self-respecting officials will refuse to work their games. The responsibility of the coach and the director, however, does not stop with the teaching of sportsmanship to the athletes. In fact, his biggest task is that of educating the student body and spectators in general, to the point, where the majority will have an appreciation of the finer qualities of sportsmanship and will manifest the proper attitude

toward visiting players and officials. Some athletic directors have felt that this is not their job. The man, however, who understands the real purpose of athletics, and appreciates the fact, that by means of the games, character may be molded not only on the fields, but in the stands, will give attention to the problem of educating the followers of the teams.

Dean Robt. Rienow, the dean of men at the University of Iowa, recently said, "Colleges and Universities should be shapers of manhood and morals, despite the oft expressed feeling of faculty members, that such schools are not reformatories, and that a student who did not know how to behave, should be sent home. We are beginning to understand, as never before, that *intelligence alone* cannot save the people, cannot *perpetuate* its institutions, cannot bring happiness or everlasting prosperity. We are beginning to realize that in addition to academic excellence, professional skill, and the ability to make money, the value of a college education, lies as much in the development of *personality, right ideals, habits of living, and a clear concept* of right conduct and behavior." Here is where the athletic coaches have a place in education, and in a very large way are making their contribution along the lines suggested by the University of Iowa dean. The playing fields of America are coming more and more to be looked upon as laboratories, in which manners and morals are tested and proper standards set up.

The time has come, when we should do some honest and intelligent thinking regarding the place of competitive athletics, in our educational program. It is not enough for the men engaged in athletic work to insist upon the argument being false, that if athletics were abolished the students would put the same enthusiasm into the study of *ethics*, literature, and science, that they now give to athletic contests; and it is not enough to call attention to the financial reports, which show that the money made at the gate of our athletic contests is used to finance minor sports, required work, and intra-mural athletics. *What we do need and need most*, is to have a clear statement which will set forth the *real function* of the college, the meaning of education, and then later the purpose of athletics. There is today, manifestly some difference of opinion, regarding the function of the college. *IF* the development of academic scholarship is the *sole aim* of the college, as some maintain, then the President and the Governing boards, have made a big mistake in providing facilities whereby students may enjoy music, art,

military training, Y. M. C. A., social clubs, and athletics. Sir Arthur Currie of McGill University, said, "There is one ideal of education which teaches men how to make a living, rather than how to make a life." Then there are some who maintain that the purpose of the college is to train for citizenship; that education has to do with improving human nature to the end that society may be improved.

If we accept this last conception of the purpose of the college and the content of education, then certainly athletics have a large place in the educational process. Our athletics are not a necessary evil; they are needed in our national life today as never before. Let *fair minded men* who are *honest and unprejudiced* in their thinking, say if it is wrong for the athletic coaches to strive to improve the standards of citizenship of America through the medium of athletics.

Right here let me say—that too often we are our own worst enemies. —Athletics have always been on the defensive. However, conditions are better now than ever before, but the fact remains that generally speaking, the public, the faculties of our colleges, and the press have entertained the idea or notion that the ethical standards of competitive athletics are below par. WHY? When an athlete is disqualified for some infraction of a rule, a great deal of publicity is given to the fact. Then too, coaches under the stress of competition, frequently make blanket charges against some rival school, and the result is counter-charges and thus a lot of publicity which is detrimental to the sport is circulated. Public attention is thus called more often to the bad side of athletics than to the good side. Further, whenever a coach, for the purpose of providing an alibi for possible defeats, emphasizes the number of men on his squad who are injured or ineligible, he causes this side of the game to be advertised out of all proportion to the benefits to be derived from the contest.

Some men are known by the things they are FOR, others by the things they are AGAINST; some men create, others destroy; some have the ability to achieve, to build, and they accomplish very much that which is worth while. To quote an old proverb: "Nothing great was ever achieved, without enthusiasm."

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Artificial Domination of the Opponents

By J. Craig Ruby

BASKETBALL games are won and lost most frequently by the domination of the winner over the loser. This domination may be caused by the extra skill that the one team has over the other. But where teams are evenly matched in physical ability this domination may not hold throughout the forty minutes of play but may alternate between the two teams. If the score is close, the dominating team at the end of the game will probably win.

Where the teams are evenly matched it is advisable at times for the coach not to trust to the vagaries of the game to determine the domination of his team over the opponents. Instead, it is advisable to attempt to dominate the opponents by changing tactics in such a way as to "knock the edge off" the opponents in the first few minutes of the game. Oftentimes this surprise causes the opponents to play so poorly that they are handicapped throughout the game and can never assume the domination during the game.

This "crossing up" of the opponents has been practiced widely for many years. The first trick of this kind which the writer remembers was in the days of basketball when the defense of the team consisted of guarding the man with whom the player shook hands before the game. The trick which was done at this time consisted of lining guards up in center formation as forwards and vice versa. After the game started the opponents found that their guards were covering the wrong man and that their attack was broken. Often it took the team several minutes in the game to realize what was occurring. In the meantime the opponents might have gained a commanding lead, and it gave them an opportunity to hold their domination for the full game.

BUT at the present time new principles are used by many coaches. One of the most common ones is the changing from a zone defense to a man-to-man or from a man-to-man to a zone defense, using the one which the opposing team does not anticipate. It is a well known fact that a team accustomed to playing against a man-to-man defense be-

comes very ineffective against a zone defense. This is caused by the fact that the men must alter their offensive play and because they get their shots at the basket under different conditions. Of course, the same is true if the conditions are reversed. In either event, the team which has surprised its opponent is very apt to assume an early domination which may result in a victory for that team.

Another situation which "crosses up" the opponents but which may not affect the domination of the game so much, comes in the use of quick out-of-bounds play. Most teams today use a retreated defense. As a result of this retreated defense the opponents become very slow in putting the ball in play and, since this offensive team moves slowly, so does the defensive team retreat slowly. A slow retreating defensive team may very often be caught flat-footed and quick pass-ins from out of bounds or from loose balls may result in baskets. If two or three baskets in a game can be gained in this manner, the game may be won.

Another scheme for surprising the opponents may come in the center play. This is particularly true if the opponents have anticipated the securing of the center tip and have practiced definite center plays. A team having a center who can always gain the tip often depends upon center scoring plays as their margin of victory. To combat this condition a coach may well build a peculiar center play defense, by using his center not as a jumper but as a man who leaves the center circle with the ball and plays it as it is being caught by the opponent. If the other four men are played properly the opposing team may lose confidence in their center play, may become panic stricken if it is not working, and may lose all opportunity of dominating the opponent.

IF the opposing team is of the type which desires to play very fast basketball, using the fast break a great deal and being rather weak on defense, a possession of the ball at attack may completely dominate them. This trick has been practiced a great deal in recent years with excellent success. The team which likes to

play on offense and likes a game of action does not like to play defense while the opponents handle the ball out in front of them.

On the other hand the crossing up of a possession of the ball team has not been developed to any extent. Since this attack is becoming so popular in the high schools particularly, it might be well to consider how such a team might be played under favorable conditions.

The coach who teaches a possession of the ball attack must spend a large amount of his practice period in the development of this attack. Frequently they do not have the opportunity to develop by a fast breaking attack. Domination of such a team can be gained by sending the forwards down the floor to cover the guards of the opponents when the ball comes off the basket. This forces the possession of the ball team to use a fast breaking attack—one which they have not been coached to use. This trick works particularly well when the possession of the ball team has two slow guards and the other team two quick, fast forwards. At least, something may be gained by forcing the opponents to play the type of game to which they are not accustomed.

The above are only a few instances of this artificial domination of the opponents which the coach may, in the opportune situation, give to his team which may cause a victory. Such artificial means should not be employed in every game and seldom should the same tactics be adopted twice in the same year. Furthermore, the tactics should vary according to the material on both teams. At any rate, this problem is well worth thinking over when the margin of victory of a close game may be determined by such handling of a team.

THE state of Maryland through the Department of Education and the Playground Athletic League, of which Dr. William Burdick is director, is giving especial encouragement to soccer and field ball. Last year 142 high school teams played 445 games and 2,520 boys were entered.

IN addition to its monthly bulletins, the Iowa High School Athletic Association last year published an attractive year book. This contains a resume of the various sports with the records made in important track and field meets in addition to the reports of business transacted by the association.

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Night Football at Drake

(Continued from page 17)

writer for the *Des Moines Register*, says: "It was my privilege to serve as head linesman in the Drake-Simpson game—the first contest ever played west of the Mississippi at night by modern college teams.

"The most impressive feature of the night game, to me, was the fact that I completely forgot that the game was being played at night. The perfect lighting system which had been installed around your football field literally converted night into day. There were no glare, no shadows, no straining of the eyes. If anything, the play and the progress of the ball were more clearly discernible than on the frosty, foggy afternoons we often have during football seasons.

"That one game convinced me that night football is no freak innovation for purposes of promotion and publicity. It was a highly practical and successful undertaking. It actually provided the opportunity for hundreds of fans to see college football who cannot because of their work, get away for afternoon games. Were I a coach, I should have not the slightest hesitancy in scheduling a night game on your field for my team."

John C. Truesdale, director of the department of physical education and athletics at Grinnell College declares night games are an unmitigated success, both from the players' angle and the spectators' viewpoint and says that the opinion of the athletic treasurers is all in support of the idea. Mr. Truesdale states further: "In reply to your letter requesting a statement from me on the desirability of night

football as determined by our experience on the 20th of October last, I would say that from our point of view the event was a tremendous success.

"Because of the nature and power of your team our greatest threat was through the air. Before the game we were somewhat concerned as to whether the artificial lights would permit us to employ these plays accurately. However, the game itself proved that our fears were ungrounded. All through the game the passing of both teams showed that artificial lighting is no handicap. This is the only possible place where there could be any objection to the night game. If vision on passing is dependable then there can be no objection from the coaches' angle.

"Unquestionably, playing at night makes the game available to a greater number of people and pleases those who would not otherwise be able to see the games. It is also very pleasant to the financial officers when the receipts from these larger crowds are counted up."

Harry H. Workman, director of athletics and football coach at Simpson College, states as follows: "I feel that our game of night football was as satisfactory as any night game of basketball, or for that matter, better. The players seemed to think that playing at night under the illuminating system was not different from playing in the daytime.

"I hope that we can arrange a game for 1929 with Drake to be played in the evening."

It Pays to Play

(Continued from page 6)

Legion, one of the Federation unit members, entered into this work as a part of the Federation campaign and this year 9,000 junior teams and 120,000 boys participated in the American Legion baseball tournaments. There were 836 teams and 12,242 players in the New York Metropolitan District including greater New York, New Jersey, Long Island, and Westchester County alone. These teams engaged in 4,700 games during the summer. While it is true that some of the boys who played on Legion teams would have played under other auspices had not the Legion undertaken to promote baseball, yet the fact remains that baseball for boys

under seventeen years of age has flourished due to the Legion's promotional efforts.

The Y. M. C. A. reports an increase of 24% participation in physical activities last year over the previous year and also reports that the increase in baseball participation has been even greater. The high schools and colleges likewise have placed more emphasis on baseball in the last few years than was true for a few years previous and the number of municipal, county and town amateur leagues that have been formed since 1924 is indeed encouraging.

It is rather clear that amateur baseball was stimulated by the promotional

effort put into it by the college coaches, the state high school athletic association secretaries, the luncheon clubs, chambers of commerce, recreation leaders and the American Legion.

There are at least 2,000 coaches and athletic directors who are paid to promote athletics in American colleges. There are 1,000 physical directors giving full time to physical training in the 892 Y. M. C. A.'s. Last year some 8,926 Playground and Recreation Association Directors conducted athletics and recreative sports on 10,770 playgrounds. There are approximately 30,000 men who are paid for part or full time to conduct athletics in the public schools. If the forty or fifty thousand men who are in a large sense athletic salesmen should redouble their efforts this coming year in the promotion of athletics for several million more boys than have in the past been participating in athletics, the results are inevitable.

For the last twenty-five years the school and college men have in a splendid way developed their highly organized or interinstitutional athletics. During that time they made a fair start in the way of providing grounds and buildings in which the games may be played. The development of this form of athletics should not be neglected but should be and probably will be continued. In the next twenty-five years it is safe to predict that more attention will be given to the work of providing athletics for those who are not qualified to compete on the varsity teams. Intramural, extramural and B team athletics will become more popular and as a result the coaches can and no doubt will enter into the work of convincing in their characteristic enthusiastic manner their constituents that *it pays to play*. If they do, a year from now if a check-up could be made, we will find that a great many more people were benefited by athletic participation in 1928 than was true in 1927.

THE Iowa State Athletic Association has suffered a great loss in the death of Eugene Henely. For over twenty years Mr. Henely was an active member of the State Athletic Board of Control.

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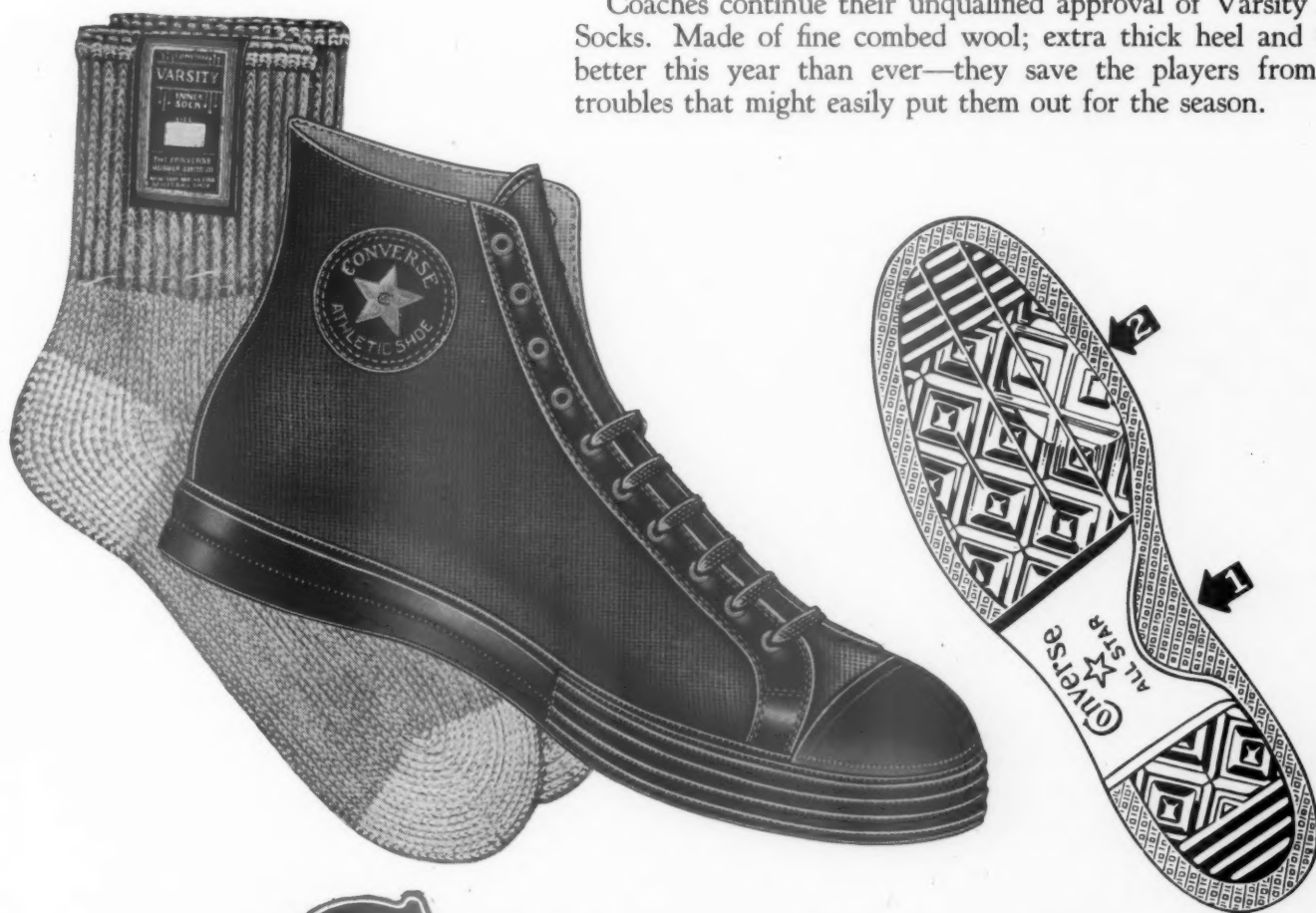
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